PROGRAM POLICY MANUAL

THIRD EDITION

Alberta

EDUCATION

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PROGRAM POLICY MANUAL

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Introduction

BACKGROUND

This Program Policy Manual differs from the publication of the first Program Policy Manual (May, 1984) in that the coverage has been extended to contain the main policies guiding the delivery of education in five key areas:

- Foundation Programs
  the provision of basic instructional programs, facilities and services to provide quality education to students.
- Fiscal Equity Program
  assistance to supplement the capabilities of school boards in providing educational programming.
- Special Programs
  programs to supplement basic instruction, programs to meet the special needs of different students, and projects to improve the quality of education.
- Provincial Evaluation Policies
  five policies to outline the responsibilities and expectations for Provincial and local evaluations of educational results.
- Communicating Educational Results
  policy to guide the development and use of the Annual Education Report by school boards, private schools and private Early Childhood Services (ESC) operators.

As a result of the more extensive coverage of key Provincial policies, this Manual more fully outlines the expectations of Alberta Education in regard to the various components of the Management and Finance Plan — from policy development to the communication and use of information derived from evaluations to improve educational policy and programming.

PURPOSES

The two purposes of the Program Policy Manual are:

(a) to communicate the position of Alberta Education with regard to key policies, guidelines and procedures in one document for the convenience of school boards, private schools and private ECS operators; and

(b) to provide direction to school jurisdictions, private schools, and private ECS operators who wish to access Provincial resources.

HOW TO USE THE MANUAL

There are three aspects of each policy statement to be aware of: the format of the policies, the common procedures governing the majority of policies, and the cross-referencing to other manuals and handbooks for each program policy.

FORMAT

For each of the policies described in this manual, there are six brief sections:

1. BACKGROUND: a background statement briefly introduces and provides a rationale for the policy.
2. POLICY: a policy statement outlines the basic intention of a program. It is a brief general description of why the program exists.
3. GUIDELINES: guidelines describe the key characteristics of the program. For example, the program priorities, basic funding mechanism, and other essential features are outlined.
4. PROCEDURES: procedures outline the steps required to implement the policy. They generally outline who does what, how, and in what sequence.
5. DEFINITIONS: selected definitions are included, as required, to ensure that the meanings of terms are understood.
6. REFERENCES: other manuals and handbooks are mentioned which provide additional information in regard to the particular program policy.

It is important to note that procedures and guidelines are either mandatory or discretionary. The two types can be quickly distinguished by reference to their verbs:

(a) Use of the words **must** or **will** indicate mandatory items. For example, "School jurisdictions **will** monitor and evaluate . . ." and "School jurisdictions **will** develop, keep current, and implement their policies, guidelines . . ." indicates mandatory actions;

(b) Use of the words **should** or **may** indicate discretionary items. For example, "In planning an inservice program, or activity, grant program, or activity, grant applications **should** — involve teachers in planning, implementing, and evaluating . . ." indicates discretionary action.

COMMON PROCEDURES

There are a number of common procedures that are followed for the majority of policies in the Manual. They are outlined below for convenience. For those policies where the procedures differ from those below, they will be noted in the text.

1. Alberta Education will provide general information to grant applicants (school boards, private schools or private ECS operators) in January in regard to the level of Provincial financial support.
2. (a) School boards wishing to access the School Foundation Program must indicate this annually in the School Foundation Program Fund Student Information Form, the Report of Pupils Distributed by Age, Grade and Sex Form, and the Transportation Claims Form submitted to Alberta Education (Grants Administration Unit) by October 22.

   (b) Grant applicants wishing to access Special Programs must indicate this annually in the Grant Application Form submitted to Alberta Education (Regional Office of Education) by October 22. Claims for programs commencing in the second semester are to be submitted by March 22.

   (c) Exceptions to these application procedures are noted in the text.
3. Grant applicants will maintain documentation to support their claims. For example, pupil counts reported for grant purposes are subject to review and verification by Alberta Education.
4. Grant recipients will monitor and evaluate the programs as required by their policies. In developing and conducting evaluations, grant recipients should consider involving teachers, administrators, university personnel, Alberta Education staff and other members of the community, as appropriate.
5. Alberta Education will also monitor programs according to the priorities set annually.
6. Alberta Education will also evaluate programs, as required. The findings of these evaluations will be made public.
7. Alberta Education will review Provincial policies, guidelines, procedures and funding structures and may make adjustments based on Provincial and local monitoring, evaluation studies, and other relevant reports.
8. Grant recipients should make adjustments to improve their programs based on Provincial and local monitoring, evaluation studies, and other relevant reports.
9. All grant recipients must submit financial and budget information to the School Business Administration Branch. School boards will submit an Audited Financial Statement by February 28 and a Budget Report Form by April 30. Private schools and private ECS operators will submit both by September 30.
10. Each grant applicant will be required to report on selected programs in its Annual Education Report. Two copies of the Report will be submitted to the appropriate Regional Office of Education by November 30. From time to time Alberta Education will outline Annual Education Report information requirements that will be addressed by all grant recipients.

RELATIONSHIP OF THIS MANUAL TO OTHER MANUALS AND HANDBOOKS

Applicants should also refer to the School Grants Manual for more detailed financial procedures to be followed by applicants wishing to gain access to Provincial funds. There are also advisory manuals and handbooks available in some program areas to supplement the information in the Program Policy and School Grants Manuals.

PROGRAM	MANUALS AND HANDBOOKS
Academic Occupation (Work Experience)	— Work Experience Education Manual (1983)
Basic Education	— Junior-Senior High School Handbook (1985-86).
	— Elementary, Junior and Senior High School Programs of Studies (revised 1984).
Building Quality Restoration Program	— BQRP Business Education Code/Equipment List (May 1985).
	— BQRP Elementary Junior-High School Equipment List (May 1985).
	— Building Quality Restoration Program 1984-1988.
Community Schools	— Alberta Community Schools Program Position (1983).
Early Childhood Services	— Advisory Manual on Early Childhood Services (1985).
	— How to Evaluate Your ECS Program (1984).
	— Operating an ECS Program: An Administrative Handbook (1983).
	— Philosophy, Goals and Program Dimensions (1984).
	— Self-evaluation, A Handbook for Early Childhood Services Staff.
Educational Opportunities Fund	— Administrative Guide: Elementary (1982).
Educational Research Program	— Educational Project Grants, 1985-86 Priorities and Application Guidelines and Procedures (March, 1985).
Home Schooling	— Home Schooling Advisory Bulletin (Sept. 1983).
Initiation to Teaching	— Initiation to Teaching Project Guidelines (1985).
Official and Other Languages	— English as a Second Language/Dialect (ESL/D) Guidelines and Suggestions for the Administration and Organization of Programs (Interim Edition 1982).
	— Teaching in a Language Other than English: The Immersion Approach (1983).
Regional Film Centres	— An Advisory Handbook is being drafted.
School Capital Programs	— School Buildings Regulation, 1984 and School Buildings Funding Order (1984).
	— 1984-88 School Capital Funding Plan.
	— School Capital Policies, Regulations and Guidelines — (draft in progress).
School Libraries	— Focus on Learning: An Integrated Program Model For School Libraries (1985).
	— Policies, Guidelines, Procedures and Standards, for School Libraries in Alberta, October (1984).
Special Education	— Special Education Manual (1985).
	— Guidance and Counselling Services in Alberta Schools (1984).
	— Career Development Services for Alberta Students (1984).
Student Evaluation	— General Information Bulletin, Grade 12 Diploma Examinations Program (September 1985).
	— High School Diploma Examination Processing (1984).
Transportation	— Rural Pupil Transportation Manual (1980).
Vocational Education	— Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators (1983).

CONTACTS

General enquiries regarding this manual, the School Grants Manual or other advisory manuals may be directed to the following:

Grande Prairie Office of Education
5th Floor, Nordic Court
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4
Phone: (403) 538-5130

Calgary Regional Office of Education
Room 1200, Rocky Mountain Plaza
615 Macleod Trail, S.E.
Calgary, Alberta
T2G 4T8
Phone: (403) 297-6353

Edmonton Regional Office of Education
8th Floor, Harley Court
10045 - 111 Street
Edmonton, Alberta
T5K 1K4
Phone: (403) 427-2952

Lethbridge Regional Office of Education
Provincial Building
200 - 5th Avenue South
Lethbridge, Alberta
T1J 4C7
Phone: (403) 381-5243

Red Deer Regional Office of Education
3rd Floor, West, Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
Phone: (403) 340-5262

Policy Section
Planning Services Branch
Alberta Education
5th Floor, Devonian Building, East Wing
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2
Phone: (403) 422-4038

Grants Administration
Financial & Administrative Services
Alberta Education
7th Floor, Devonian Building, West Wing
Edmonton, Alberta
T5K 0L2
Phone: (403) 427-2057

FOUNDATION PROGRAMS

SECTION ONE

Foundation Programs

Basic Instruction — Public and Separate School Boards

BACKGROUND

Students attending schools operated by public and separate boards are provided with educational programming which allows them to develop to full potential their competencies and skills. Programs and activities are planned, taught, and evaluated on the basis of specific goals in order that students:

(a) develop competencies in reading, writing, speaking, listening, and viewing;

(b) acquire basic knowledge, and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each;

(c) develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner;

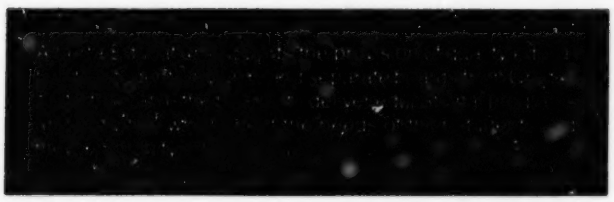
(d) acquire knowledge, and develop skills, attitudes, and habits which contribute to physical, mental, and social well-being;

(e) develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national, and international levels; and

(f) acquire knowledge, and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

The Junior-Senior High School Handbook, the Elementary, Junior and Senior High School Programs of Studies outline the basic instruction that will be provided to students.

POLICY



GUIDELINES

1. School boards are responsible for assessing, programming, placing, and evaluating eligible students.
2. Alberta Education will provide information and program advice related to the development, implementation, and evaluation of elementary, junior high, and senior high school programs.
3. The instructional programs, Grades 1 - 12, will be in agreement with the courses of study and instructional materials for programs as prescribed or approved by the Minister of Education.
4. School boards may initiate the instruction of a locally developed course with the prior approval of the Minister of Education.
5. Alberta Education may pay to a board for each school year, a dollar amount per pupil through the School Foundation Program Fund, differentiated by elementary, junior high, and senior high school levels.
6. School boards may raise revenue through local supplementary requisitions as is deemed necessary to support educational purposes.
7. Funds will be allocated by Alberta Education on the basis of the school board's pupil count as of September 30.

PROCEDURES

In addition to the common procedures on page iv, grant applicants will also submit The Secondary School Program Plan and the Elementary School Program Plan to the Regional Office of Education prior to submitting the Student Foundation Program Fund Student Information Form, and the Report on Enrolment by Age, Grade and Sex Form, submitted to the Grants Administration Unit by October 22.

DEFINITIONS

1. PUPIL

   A "pupil" is a person:

   (a) attending a school during normal operating hours for schools in Alberta between the hours of 8:00 a.m. and 6:00 p.m., Monday through Friday where the school is

      (i) a school operated by a board, or,

      (ii) a school in another province operated by a board of trustees or similar body with which the board having jurisdiction over the person has a tuition agreement in respect of that person under section 169(c) of the School Act;

(b) at least one of whose parents or whose guardian is ordinarily resident in Alberta;

(c) who is at least 5 years 6 months of age and

(i) less than 19 years of age on September 1 of the school year in which he is counted, or

(ii) is 19 years of age on September 1 of the school year in which he is counted, and

(A) requiring special education, or

(B) registered in and attending a course in regular high school day programs that provide at least 25 hours of instruction per credit or 62.5 hours of instruction for a 3-credit course;

(d) who is not a child determined to be developmentally immature and counted by an Early Childhood Services operator;

(e) who is not counted by another board or private school or Early Childhood Services operator under the School Foundation Program Fund Regulations or the School Grants Regulations;

(f) who is not an Indian enrolled in a school of a board that receives payment from the Government of Canada in respect of that person; and

(g) who is not a person enrolled in

(i) a school operated by the Government of Alberta, or

(ii) a school or portion of a school in respect of which the Government of Alberta is providing financial assistance based on a share of the cost of operation of the school or portion of the school.

REFERENCES

Please refer to the following for additional information:

Junior-Senior High School Handbook (1985-86)

Elementary, Junior and Senior High School Programs of Studies

School Act RSA 1980 Ch.S-3 (as amended to July 8, 1982.)

School Grants Manual (1985)

Foundation Programs

School Construction and Modernization

BACKGROUND

The 1984-88 School Capital Funding Program is designed to enable school boards to provide school space through modernization or new construction. This program retains basic principles developed in the 1979-83 program. These principles are:

(a) the fostering of local autonomy in planning for additional space requirements;

(b) the provision for financial equity among school boards when meeting the costs of modernization and construction;

(c) the maximum utilization of existing space;

(d) the provision of new space where no space is available and where other alternatives do not exist;

(e) the reuse of excess school space; and

(f) the use of a Provincial support price that reflects current economic conditions.

However, changing economic conditions have necessitated a more rigorous determination of need, the setting of local and Provincial priorities for the construction and modernization of school space, and the reduction of school space exemptions.

Provincial priorities for construction of new space will encourage the modernization of existing space as an alternative to the construction of new space. Where feasible, student transportation will be encouraged as an alternative to modernization or new construction.

POLICY

GUIDELINES

1. Equitable funding will be provided to school boards for the construction and modernization of school space if this space is necessary and if it:
   (a) meets minimum environmental and safety standards as required by Provincial building codes and regulations;
   (b) includes adequate space for the delivery and administration of educational programs; and
   (c) includes equipment required for new approved vocational education laboratories.
2. Equitable funding will be calculated using a formula and other considerations based on:
   (a) an equity factor that considers a school board's equalized assessment per resident pupil, relative to the provincial average;
   (b) a utilization factor based on a school board's level of utilization of space;
   (c) a support price factor reflecting current economic conditions;
   (d) specific building needs; and
   (e) a set of Provincial priorities as set out in the Capital Plan.
3. School space will be deemed necessary where it can be shown to be required, and where all or any of these conditions exist:
   (a) the space does not exist; or
   (b) the space exists but is not safe; or
   (c) the space exists but cannot accommodate approved educational programs.
4. School space that is deemed necessary will be provided through either modernization or new construction.
5. Modernization of existing partially empty space, and the transporting of students, where feasible, will be considered as alternatives to new construction.
6. Capital projects with estimated government support in excess of $100,000 will be financed by debenture borrowing. For an approved project where the estimated government support is equal to or less than $100,000 the school board may arrange financing by short-term loan (five years or less). For the proportion supported by the Provincial Government, reimbursement for debenture or loan instalment payments will begin in the year following the year of debenture issue.

PROCEDURES

1. Alberta Education will provide general information to the school boards semi-annually in regard to the level of financial support for School Capital Funding.
2. School boards will submit to the School Buildings Branch by March 31 three-year capital plans with five-year enrolment projections. Projects for each year will be ranked in terms of local and Provincial priorities. These capital plans will be updated and resubmitted annually.

3. School boards with estimated local debt retirement costs exceeding three mills will be required to submit an approved Five-year Financial Plan before having their capital plans approved in full.
4. The school boards' capital plans will be reviewed and prioritized by School Buildings Services Branch, and Regional Office personnel. An integrated provincial capital plan will be developed, costed, and submitted to the School Buildings Board for approval.
5. To ensure that emergencies (projects that could not be predicted and included in capital plans) can be funded without delay, a contingency fund will be maintained.
6. The School Buildings board will approve the highest priority projects to the extent coverable by the capital funding available in any year. Projects not approved in any year may be added to school board capital plans for consideration in subsequent years.
7. When a modernization project proposal is submitted that fits better into a Building Quality Restoration Program (BQRP) category, it will be transferred to the BQRP with the permission of the school board. When a modernization project fails to receive funding in any year because of low priority, and when it contains an element or elements that would normally be considered under BQRP guidelines, the school board may resubmit the project for consideration as a BQRP project in the following year.
8. On receipt of full approval school boards will submit project plans and specifications, if not submitted previously, and a Letter of Intent to Proceed for each project.
9. The final plans will be reviewed and approved, and the Intent to Proceed will be acknowledged. School boards will then secure their local source of funding and submit for Ministerial approval a tender or scheme of construction for each modernization project that exceeds $100,000 maximum government support. The school board must also submit for the Minister's approval a tender or scheme of construction for all new construction projects.
10. For modernization projects where maximum Government support is $100,000 or less, an approval of a tender or scheme of construction is not required.
11. The tender or scheme of construction will be analyzed by School Buildings Services, and School Business Administration Services and, if in order, will be forwarded to the Minister for approval.
12. Once the tender or scheme of construction is approved, the school board will submit a contract or written notification of commencement. The construction contract must bear a date that is the same or subsequent to the date of Ministerial approval.
13. The School Buildings Services Branch will evaluate the project with a representative of the school board, as required.
14. Inspections will be carried out as required.
15. Upon completion of the project, the school board will submit a Statement of Final Costs. School Buildings Services Branch will inspect the project, if it has not been done previously. A Statement of Estimated Eligible Costs will be prepared for new construction, or a Final Statement of Eligible Costs for modernization.
16. Three years after the tender or scheme approval date for new construction, the Utilization Factor and final support of the project will be confirmed with the school board.
17. The School Buildings board will approve the supported amount and advise the school board of the Final Statement of Eligible Costs.
18. Reimbursement of instalment payments on debentures will be based on the estimated supported portions of the debentures, as determined by the School Buildings Board and School Business Administration Services. The final support on the debentures will be determined after the final Statement of Eligible Costs is issued by the School Buildings Board.

DEFINITIONS

1. CAPITAL PLAN

   The "capital plan" is an annual listing identifying a school board's needed capital projects for a three-year period, the projects' costs, and the priorities of the projects as seen by the school board. A capital plan will also describe past and future enrolments.

2. FINANCIAL PLAN

   "Financial plan" refers to a five-year plan establishing how a school board will reduce its mill rate applicable to local debt retirement to three mills or less.

3. FUNDING FORMULA

   "Funding formula" refers to the means of determining Provincial funding for new construction or modernization projects. The formula includes factors to adjust for financial equity, district utilization of space, approved areas, and changes in construction costs.

4. PUPIL SPACES

   "Pupil spaces" refers to a representation of the physical area of a school facility, as expressed by the pupils it can accommodate, allowing space for program flexibility.

5. TOTAL CAPACITY

   "Total capacity" refers to the total number of pupils allotted to the instructional area of a school building or school building project as calculated in the School Buildings Regulation.

REFERENCES

Please refer to the following for additional information:

School Buildings Regulations, (1984)

School Buildings Order, (1984)

1984-85 School Capital Funding Plan

School Capital Policies, Regulations and Guidelines (draft in progress)

School Grants Manual (1985)

Foundation Programs

Building Quality Restoration Program

BACKGROUND

Alberta Education instituted the Building Quality Restoration Program (BQRP) to encourage school boards to continue using existing school space and to assist in the acquisition of instructional equipment. It was implemented as an additional funding program to the School Construction and Modernization Program. The BQRP was designed to enhance the quality and useful life of school buildings, and to upgrade existing and introduce new equipment into educational programs. In order of priority, the goals for this program are:

(a) to remediate health and safety problems in schools;

(b) to prolong the useful life of school buildings;

(c) to foster energy conservation in schools;

(d) to upgrade business education equipment;

(e) to introduce new technology in educational programs; and

(f) to improve the interior and exterior finishes of school buildings.

POLICY

GUIDELINES

1. BQRP building upgrading funding will be based on specific building needs according to the following priorities:
   (a) First priority will be given to projects designed to remediate health, safety, or structural deficiencies in school buildings. To ensure that other Provincial priorities shall be met, some funds will be earmarked for special purposes such as energy conservation, business education equipment upgrading, and Ministerially approved special projects.
   (b) Second priority will be given to projects designed to preserve the quality of school buildings. Projects could include mechanical systems, electrical systems, codes, and structural deficiencies.
   (c) Third priority will be given to projects designed to improve the interior and exterior finishes of school buildings.
2. BQRP building upgrading funding will be based on equity and on the age of the building components.
3. Funding for BQRP building upgrading projects will be provided either by outright grants up to $100,000 from Alberta Education or by debentures when the approved project exceeds $100,000 in estimated government support.
4. School boards with less than 15,000 pupils will adhere to the School Buildings Tendering Regulations for any one BQRP project item receiving more than $100,000 in government support.
5. Funding may be provided to cover administration costs for BQRP projects (excluding business education upgrading) where no consultant is used.
6. The School Buildings Board will rule on what may be accepted for support.
7. The Elementary-Junior High Computer Project and the Senior High School Business Education Equipment Upgrading Project may be funded on a 50/50 cost sharing formula between Alberta Education and school boards.
8. Equipment purchases eligible for support under the Business Education Equipment Upgrading Project are listed on Master List(s) approved by Alberta Education.
9. Equipment purchases eligible for support under the Elementary-Junior High Computer Projects must meet specifications outlined by Alberta Education.
10. Business education equipment upgrading, the computer project, and emergency items may be funded by an outright grant for the supported amount. School boards may finance the unsupported amount by debentures, short-term loans, or local revenues.

PROCEDURES

1. Alberta Education will provide guidelines and general information to local school boards in regard to Provincial financial support for BQRP.
2. School boards will submit annual project plans to Alberta Education (School Buildings Services Branch) identifying each project in terms of local, and Provincial priorities.
3. The applications will be reviewed by the School Buildings Services Branch and priorities will be established. School boards will be notified regarding projects that meet provincial priorities.

4. A construction inspector from the School Buildings Services Branch will evaluate the building project with a representative of the school board. The inspector will submit his evaluation and recommendation to the School Buildings Board.
5. The School Buildings Board will decide on the requests. School boards will then receive the approval letter and the Statement of Claim Form.
6. School boards will make arrangements for financing.
7. School boards will submit building project tenders or schemes of construction, for Ministerial approval, for project items receiving over $100,000 estimated Provincial support. For projects receiving less than $100,000 in estimated Provincial support, the school board will notify the School Buildings Services Branch regarding the method in which the work will be carried out.
8. School boards will complete the work, complete the Statement of Claim Form and forward two copies to School Buildings Services Branch.
9. A construction inspector will evaluate the building projects and complete the claim forms. The claim forms will then be forwarded to the Grants Administration Branch for verification of support and release of funds.
10. Adjustments, if required, for building projects, will be made following the evaluation by the inspector from the School Buildings Services Branch.
11. Final inspections will be carried out as required.
12. Reimbursement of instalment payments on debentures will be based on the estimated supported portions of the debentures, and adjusted when the final support is determined.
13. BQRP funding is available between January 1, 1984 and December 31, 1988 for school building projects, and between January 1, 1984 and December 31, 1986 for computer/equipment upgrading projects.
14. An advance for computer/equipment purchases is made when a returned notification of Intent to Participate is received. (This is a one time submission of the project.)
15. Submission of a completed Statement of Claim for the computer/equipment project year to the Curriculum Branch is the basis for final payment.

DEFINITIONS

1. ADMINISTRATION COSTS

   "Administration costs" refers to financial assistance to school boards to help defray the cost of administration of the BQRP. The business education equipment upgrading category is not included.

2. BUILDING COMPONENTS

   "Building components" are the structural, mechanical, and electrical building elements that require upgrading to improve or maintain the quality of the school environment, and to prolong the life of the facility for educational use.

3. BUILDING LIFE

   "Building life" refers to the expected useful life of a school building, determined in part by the type of construction.

4. ENERGY CONSERVATION

   "Energy conservation" refers to upgrading components that will result in energy conservation and subsequent cost savings.

5. INSPECTIONS

   "Inspections" are on-site evaluations by a construction inspector to certify the eligibility of component replacement based on BQRP, and to verify that the work is complete.

REFERENCES

Please refer to the following for additional information:

BQRP Business Education Code/Equipment List (May, 1985)

BQRP Elementary, Junior-High School Equipment List (May, 1985)

Building Quality Restoration Program 1984-1988

School Grants Manual (1985)

Foundation Programs

Transportation and Boarding

BACKGROUND

Alberta Education provides support to assist school boards in the provision of student transportation. Two categories of funding are provided.

First, basic transportation funding is provided to all urban and rural boards. Language programs transportation is included in this category. Second, transportation funding is provided for students with special transportation requirements, such as the physically disabled. This additional funding is provided because of the higher costs associated with the transportation needs of these sutdents. As well, support is provided to boards for the necessary maintenance of a student where circumstances warrant.

POLICY

GUIDELINES

1. School boards are responsible for transporting their resident students to and from school or for maintaining them away from home, as circumstances may require. (Section 165(1) of the School Act.)
2. In general, a person eligible for a transportation grant:
   (a) is an eligible SFPF pupil or day extension student; and
   (b) resides more than 2.4 km from the school which he or she has been directed to attend.
3. Transportation support is allocated to school boards only.
4. Transportation and boarding support may be provided to a school board for the resident pupils of the board who require transportation or maintenance.
5. Transportation support may be provided to boards providing transportation pursuant to a transportation agreement in respect to non-resident pupils.
6. School jurisdictions will develop, keep current and implement policy, guidelines and procedures in accordance with the intent of the policies of the Province and in keeping with student needs at the local level.
7. School boards will develop, keep current and on file documentation to support and verify transportation grant claims. All school boards will maintain records of the names and grades of eligible passengers and tuition and transportation agreements and contracts. Rural boards will also maintain acceptable maps of individual routes, maps of attendance areas, records of route distance, copies of overload permits, names of parents and agents providing transportation including special transportation for disabled students.
8. Support for pupil transportation will be provided through support formulae which recognize differential cost factors, such as a rural or urban location; and special needs of students. These formulae are delineated in the School Grants Manual in accordance with the School Foundation Program Fund Regulation.
9. Support for pupil maintenance (boarding) is provided to school boards in situations where it is necessary to maintain a residence for the pupil other than the residence of the parent or guardian.
10. Funds will be distributed by Alberta Education on the basis of the board's transportation data as at September 30 in the case of regular pupil transportation in rural school jurisdictions and as at October 31 for urban and other pupil transportation.

PROCEDURES

Please refer to the common procedures on page iv.

REFERENCES

Please refer to the following for additional information:

Rural Pupil Transportation Manual (1980)

School Grants Manual (1985)

Foundation Programs

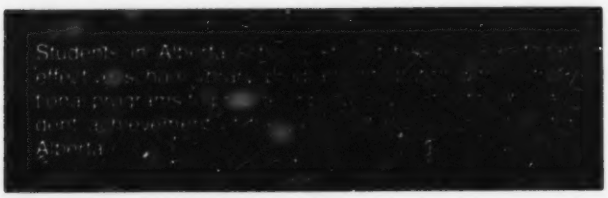
School Libraries

BACKGROUND

The Goals of Basic Education of Alberta identify a number of important educational outcomes that serve as the primary focus for determining learning programs and activities. Research shows that the school library program can make an important contribution toward the attainment of a number of these goal statements.

Research also shows that a school library, no matter how good the collection or how well staffed, is of limited value if it is simply additive, acting as a supplement to, or an enrichment of, the instructional program. To be educationally and cost effective, the school library program must be directly integrated into the school's instruction program so that it becomes a planned and purposeful learning laboratory.

POLICY



GUIDELINES

1. School library programs should be integrated with the goals and objectives of the school's instructional program, as set forth in the statement: "The Goals of Basic Education for Alberta."
2. School library programs should be developed and implemented to meet, and preferably to exceed, the recommended minimum standards for school libraries as set forth by Alberta Education in the Policies, Guidelines, Procedures and Standards for School Libraries in Alberta, October 1984.
3. The development, implementation, and assessment of school library programs is the responsibility of local school boards.
4. Alberta Education supports school library programs as a part of the regular School Foundation Program Funds.
5. Alberta Education will assist school boards to maintain quality in the development, implementation, and assessment of school library programs.
6. Alberta Education will encourage research and the application of new technologies, systems, and/or procedures for improving the efficiency and effectiveness of school library programs.
7. School boards should require their schools to develop statements of goals and objectives of school library programs, specifying how the schools intend to implement board policies, guidelines, and procedures.
8. In accordance with the policies of the boards, the principal, and school staff should plan the integration of the library program with the instructional program of the school.

PROCEDURES

Please refer to the common procedures on page iv.

REFERENCES

Please refer to the following for additional information:

Focus on Learning: An Integrated Program Model for School Libraries (1985)

Policies, Guidelines, Procedures and Standards for School Libraries in Alberta (October, 1984)

Foundation Programs

Home Schooling

BACKGROUND

Alberta Education provides funding on a per pupil basis to school boards which have approved home schooling under the provisions of the School Act.

Pursuant to Section 142(1) of the School Act, every child who has attained the age of 6 years as at school opening date and who has not attained the age of 16 years, is required to attend a school operated by a local school board unless excused for the reasons mentioned under Section 143 of the School Act. A pupil, pursuant to Section 143(1) of the Act, may be excused from attendance at a school if a Department of Education official or the Superintendent of Schools certifies in writing that the pupil is under efficient instruction at home or elsewhere.

If a home schooling program is not chosen from the Alberta programs of studies, locally-developed courses approved by the Minister, Alberta correspondence School, or private correspondence school approved by the Minister, there are no provisions in statute for the approval of a parent-proposed program. However, if the parent-proposed program is submitted to and approved by the board of a school jurisdiction, and submitted to and approved by the Minister, Section 11(2) of the School Act would provide the necessary authority for approval of the parent-proposed program.

POLICY

GUIDELINES

1. A school board may excuse a resident pupil from attendance at a school operated by the board if the Superintendent certifies in writing that the pupil is under efficient instruction at home or elsewhere but not including private schools.
2. A school board may be paid a grant, in an amount equal to the regular per pupil instruction grant under the School Foundation Program Fund for each pupil approved in a home schooling program where:
   (a) there is a clear legal commitment by the school board to the educational welfare of the resident pupil;
   (b) there is a legal commitment by the parent(s) to the educational welfare of the resident pupil as determined by the school board (Superintendent); and where
   (c) there is a contractual arrangement constituting, in effect, a different but legitimated mode of delivery.

PROCEDURES

In addition to the common procedures on page iv, please note the following:

1. In order for a school board to receive approval for a home schooling program and to be eligible for Provincial funding, the board must submit for approval the following evidence and documentation to the Regional Office of Education:
   (a) a copy of the board's policy and specific administrative guidelines and procedures governing home schooling;
   (b) a copy of a duly executed contract which binds the board and the parent(s) to specific services and responsibilities, including the educational welfare of the resident pupil;
   (c) certification in writing by the Superintendent of Schools that the pupil is under efficient instruction at home, including the necessary program approval information;
   (d) evidence or proof of monitoring and evaluation systems ensuring that the pupil is under efficient instruction at home.

REFERENCES

Please refer to the following for additional information:

Home Schooling Advisory Bulletin (September 1, 1983)

FISCAL EQUITY PROGRAM

SECTION TWO

Fiscal Equity Program

BACKGROUND

The Equity Grant was established to better compensate for uncontrollable factors contributing to inequities between school boards. The factors most directly influencing these inequities are represented in the three components of the Equity Grant: fiscal capacity, sparsity, and distance.

The Equity Grant has replaced the 1984 Supplementary Requisition Equalization Grant, the Small Jurisdiction Grant, the Small School Assistance Grant, the Local Allowance, and Teacher Housing Unit Grants. As well, Incremental Grants will be decreased in availability, and Declining Enrolment, and Private School Opening Grants will be eliminated.

POLICY

GUIDELINES

1. The Equity Grant funding should reflect the principles of simplicity, deregulation, and local discretion/responsibility for educational outcomes.
2. The Equity Grant may consider variation in resident pupil population, sparsity, fiscal capacity, and distance. These factors will be determined as follows:
   (a) The **fiscal capacity** component provides funding for school boards with a low amount of assessment per pupil.
   (b) The **sparsity** component provides funding support for school boards with territory that is sparsely populated. This component is intended to compensate for higher per pupil costs because of lower pupil/teacher ratios, necessary smallness of school or jurisdiction size, and above average pupil transportation costs.
   (c) The **distance** component provides funding support for school boards which operate at a distance from major supply centres. This component is intended to cover some of the costs associated with higher shipping costs, isolation pay, and special teacher housing.
3. In determining the new Equity Grant, those school boards with a high assessment per pupil will have amounts generated by the sparsity and distance components reduced, according to the amount that the assessment per pupil is above the fiscal capacity benchmark.
4. The Equity Grant may be reduced where the school board does not exhibit a minimum local fiscal effort.
5. A maximum and minimum amount for a board's Equity Grant shall be established based on:
   (a) the sum of the 1984 Supplementary Requisition Equalization Grant, Small School Assistance Grant, Small Jurisdiction Grant, Location Allowance Grant, and Housing Unit Grant; and
   (b) funds available to Alberta Education for Equity Grants.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. School boards will submit to School Business Administration the Supplementary Requisition Form following approval of the budget by the school board. The 1985 Equity Grant will use 1984 requisition information.
2. At the beginning of each calendar year, the Director of the Financial and Administrative Services Branch will determine the various floors and ceilings for the Equity Grant and will provide school boards with an estimate of their grant for that year.
3. No claim form is required for this grant. Alberta Education (Financial and Administrative Services Branch) will compute the amount of the grant and provide the school board with the computation at the time of grant payment.

REFERENCES

Please refer to the following for additional information:

School Grants Manual (1985)

Resident Pupil Regulation

SPECIAL PROGRAMS

SECTION THREE

*Pursuant to section 2 1(1) of the School Grants Regulation (Alberta Regulation A R 171 76 as amended) all grants under this Regulation are subject to compliance with the Policy, Guidelines and Procedures contained in this section.

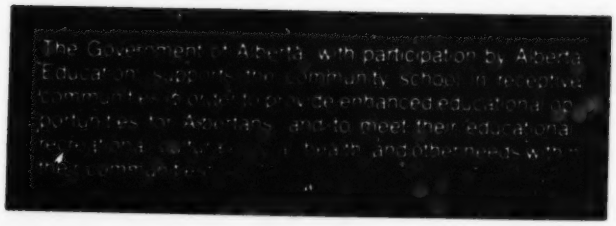
Special Programs

Community Schools

BACKGROUND

A community school enters positively into the life of its community. A basic operating principle for the community school is that a sense of community is important, and that people who live in a community should have substantial influence over the destiny of that community and its school. The present Interdepartmental Community School Committee (IDCSC) was set up in 1975, and the present concept of the Designated Community School has been developed since that time.

POLICY



GUIDELINES

1. The school board will designate by resolution that a school is a Declared Community School, agree that the programming of the school shall rest on a commitment to interagency co-operation and co-ordination, and request Designated Community School status.
2. The school, with the endorsement of the school board in co-operation with other local authorities and on behalf of the community, will be formally committed to the use of the educational process for both individual and community betterment. There will also be a formal commitment to consciously orient the school to the community it serves.
3. The school will normally be expected to present a brief or charter which documents the school and community readiness for designation as a Community School.
4. The Interdepartmental Community School Committee (IDCSC) is a committee with membership from each of four Departments — Education, Advanced Education, Recreation and Parks, and Culture — and is set up to deal with all aspects of Community Schools. It will approve designated schools on a priority basis with those schools showing the greatest commitment in practice and planning being approved first.
5. The nature and amount of Provincial grants in support of a Designated Community School shall be subject to modification by resolution of the IDCSC in order to make the provisions and grants more exactly accommodate local conditions.
6. Private schools are not eligible to participate in the Community School Program.

PROCEDURES

1. When making application for Designated Community School status, certain criteria will be met, including the following:
   (a) The school board will agree by resolution that the programming of the Community School shall rest on a commitment by the board to interagency co-operation and co-ordination.
   (b) The Municipal Council will agree by resolution to support, as far as is practicable, the establishment and functioning of the Community School.
   (c) The school board and Municipal Council will have a joint use of school/community resources agreement, or a policy that encourages mutual school and public use of selected school and municipal facilities for educational, recreational, cultural, and other social purposes.
   (d) The school principal, teachers, and support staff will endorse the school being declared a Community School.
   (e) A Planning Steering Committee will be established with a membership which includes the principal and representatives from the school staff, the student body, parents, the community-at-large, the municipality, and the local Further Education Council.
   (f) The Planning Steering Committee will prepare a brief or charter which focuses on how the Community School will demonstrate the various dimensions of the ideal Community School. The charter will be a five-year plan of development and operation, and should culminate with a financial section stating the amount of grant that will be needed to help the school function as a Designated Community School.
   (g) The school board and municipality may jointly propose amendments to the above procedures to make them more exactly fit local circumstances in implementing the Community School concept stated in this policy.
2. The Interdepartmental Community School Committee shall:
   (a) approve designated schools on a priority basis with those schools showing the greatest commitment in practice and planning being approved first;

(b) approve only those schools satisfactorily documenting progress in terms of planning and preparation over at least a one-year period after applications for Designated Community School status;

(c) approve designation of Community Schools for five-year terms, and arrange for evaluation of each Designated Community School during each of the five years of the term; and

(d) make available consultation staff to assist a Declared Community School in achieving designation status.

3. Based on the charter, a presentation will be made to the IDCSC which may recommend approval as a Designated Community School. Approval of the designation is the responsibility of the Director of Support Programs. Such designation is in effect for a five-year period.

4. In the event that a school/community is unsuccessful in its challenge for Designated Community School status, the school/community may appeal the decision of the IDCSC to the Deputy Minister of Education, who will rule on the appeal in consultation with the Deputy Ministers of other government departments co-operating in the Alberta Community School Program Position.

5. The Designated Community School may reapply for designation for a further term. Those schools which completed the five-year period during the 1984-85 school year have been approved for a further two-year period beginning September 1, 1985. Before renewing the designation, the IDCSC shall have a declaration from the school board stating that the board desires the school to continue as a Designated Community School for a further term.

6. The Designated Community School is required to report annually to the IDCSC and is subject to regular monitoring by the IDCSC.

7. Alberta Education will provide general information to school boards in January in regard to the level of Provincial financial support.

8. Budget forms will be sent to Designated Community Schools by the IDCSC by April 1 of each year of designation.

9. The budget developed by each Designated Community School shall be reviewed by the school board and submitted annually by May 31 of each year to the IDCSC for approval.

10. The designation of a school as a Community School may be withdrawn at any time by the IDCSC should the school fail to exhibit or make satisfactory progress toward attaining the Community School characteristics that warranted awarding of designation. Withdrawal of designation shall take effect on the August 1st following the decision to withdraw.

DEFINITIONS

1. COMMUNITY SCHOOL

   A "Community School" is a school consciously oriented toward the community it is intended to serve. By design, a Community School exhibits these kinds of characteristics:

   (a) The school curriculum is consciously oriented towards the community.

   (b) There is an effective involvement of parents and other community members.

   (c) A collegial atmosphere is encouraged, and parents and other community people are regarded as allies.

   (d) Everyone is considered a potential teacher.

   (e) Everyone is considered a potential learner.

   (f) School staff and students are active in interagency co-operative activities.

   (g) School and community facilities are adapted for community education purposes.

   (h) School facilities are open for community use.

   (i) School staff encourage students to study community issues and problems.

   (j) A vital goal of school personnel and students is to foster a sense of community.

2. DECLARED COMMUNITY SCHOOL

   The term "Declared Community School" refers to a school formally involved in the process of achieving status as a Designated Community School under this program.

3. DESIGNATED COMMUNITY SCHOOL

   The Term "Designated Community School" refers to a school so designated by the Interdepartmental Community School Committee.

4. INTERDEPARTMENTAL COMMUNITY SCHOOL COMMITTEE (IDCSC)

   The "IDCSC" is a committee with membership from each of four Departments: Education; Advanced Education; Recreation and Parks; and Culture; and is set up to deal with all aspects of community schools.

REFERENCES

Please refer to the following for additional information:

Alberta Community Schools Program Position (1983)

School Grants Manual (1985)

Special Programs

Early Childhood Services

BACKGROUND

Early Childhood Services (ECS) is a voluntary program directed at the integration of educational, health, recreational, and social services for young children below the age of school entrance. The program is also available for an initial or second year to developmentally immature children who are of compulsory age for basic education but who, **in the opinion of parents or guardians, staff, and school board**, would benefit from an ECS program. Operators, in co-operation with parents, staff, and Community Services, are to develop, implement, and evaluate programs intended to strengthen the sense of dignity and self-worth in the child. Recognition is to be given to the belief that human development is a continuous, sequential, and interactive process. Parents are considered to be primary agents in the child's development, and through participation in that development, are afforded opportunities for personal growth. Play is considered central to the learning that occurs as children interact with their environment. Results, with respect to the development of children, should be determined in terms of individual growth rather than by comparison with the growth of others.

POLICY

"For the purposes of enhancing individual abilities and future educational opportunities, Alberta Education supports the provision of integrated services, through parents, staff and community, that address the developmental needs of each child before entrance into basic education."

GUIDELINES

1. Alberta Education will support the delivery of ECS programs through public and private operators.
2. The provision of early childhood programs by school boards is voluntary.
3. Enrolment in early childhood programs is voluntary.
4. Eligibility for entrance to ECS programs varies in accordance with whether the children are entering the regular program, are documented for special needs, or are developmentally immature.
5. Alberta Education may provide funding for ECS programs. Such funding will be on a served-child basis.
6. For grant approval purposes, operators are responsible for carrying out, and providing to Alberta Education (Regional Office of Education), as requested, documentation regarding the following:
   (a) establishing and maintaining legal status;
   (b) employing certificated teachers;
   (c) utilizing approved facilities; and
   (d) procuring recent assessments of children for whom special needs grants will be claimed.
7. Operators are responsible for the formulation and implementation of policies, guidelines, and procedures for the identification of, and in response to, the developmental needs of each child. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
8. The program will be consistent with and planned, implemented and evaluated on the basis of the beliefs and the principles outlined in *Philosophy, Goals and Program Dimensions*. The program will be designed to address the following components:
   (a) learning activities;
      (i) are sequentially undertaken by children in accordance with their individual needs, and
      (ii) are experienced within structured and child-initiated play.
   (b) emphasis is placed on the development of a positive self-concept and the assurance of self-satisfaction in each child;
   (c) opportunities are provided for learning within an exploratory environment designed to meet the physical, emotional, social, intellectual and creative needs of each child.
   (d) parents are provided witn clearly defined opportunities for direct as well as indirect involvement in planning, implementing and evaluating their children's programs and those which are undertaken by the parents themselves, and
9. Each severely disabled child enrolled in a Program Unit Grant will be served through an individualized program plan. Individualized program plans should be in place for each mildly or moderately disabled child.
10. Student enrolment information will be maintained on file for:
   (a) severely disabled children enrolled in a Program Unit Grant;
   (b) mildly or moderately disabled children;
   (c) disadvantaged children; and
   (d) regular needs children, including those considered immature.
11. Each school board will establish a Special Education Placement Appeal Committee, the nature and function of which will be at the discretion of the board.

12. Each school board will establish policies, guidelines, and procedures for the convening and conduct of the Special Education Placement Appeal Committee through which parents or guardians may appeal placement decisions.
13. Operators are encouraged to support active parental participation in ECS program placement, planning, implementation and evaluation.
14. Alberta Education may assist the operators in conjunction with staff, parents or guardians, and community, in developing, implementing, monitoring, and evaluating ECS programs.
15. Non-profit ECS operators are responsible for the development and implementation of policies, guidelines and procedures regarding the monitoring and evaluation of staff, program and facilities.
16. Alberta Education, through its Regional Offices of Education, is responsible for evaluation of teachers in private non-profit early childhood services programs for the purpose of recommending permanent certification.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. New operators intending to begin an ECS program in September will submit by March 1, to the nearest Regional Office of Education, an application to operate an Early Childhood Services program in accordance with Alberta Education policies, guidelines, and procedures. The application to operate will include an educational plan for the first year of operation. New operators, under special circumstances, intending to begin operation in January will submit by July 1 of the previous year an application to operate.
2. Alberta Education funds will be allocated on the basis of enrolment as of September 30. Operators wishing to gain access to Provincial funds must indicate this annually in the Grant Application Form submitted to Alberta Education (Regional Office of Education) for approval by October 22. For programs that begin after September 30, the child count will be taken as of the last operating day of the month in which the program begins and submitted within three weeks.
3. In the event that the parent or guardian, professionals including ECS staff, and the school jurisdiction in which the parent or guardian is resident cannot agree upon the placement of a developmentally immature child, who is six years or older at school opening, in an ECS program, the issue should be directed to the local Special Education Placement Appeals Committee for resolution.
4. Operators will submit information regarding the enrolment of special needs children served and the type of service provided to the Regional Office of Education by November 15th.

DEFINITIONS

1. APPEAL PROCEDURE

   Please refer to the definition on pages 29 and 30.
2. DEVELOPMENTALLY IMMATURE CHILD

   The "developmentally immature child":

   (a) requires **regular** ECS programming either
      (i) at a later age than most children, and/or
      (ii) for a longer period than most children;

   (b) is eligible for the basic instructional ECS grant and, if the child resides in a designated disadvantaged area, a supplementary grant; and

   (c) is **not** a child for whom mild, moderate, or severe disability has been documented.
3. ELIGIBILITY

   A child "eligible for Early Childhood Services (ECS) programs is one:

   (a) whose age on September 1 in the program year in which he is attending is
      (i) in the case of a severely disabled child who is eligible for the Program Unit Grant or a hearing impaired child, the greater of:
         (1) 2 years and 6 months, or
         (2) three years less than the minimum age for school entrance set by the board of the district, division or county in which his parents reside, or
      (ii) in the case of a mildly or moderately disabled child, the greater of:
         (1) 3 years and 6 months, or
         (2) two years less than the minimum age for school entrance set by the board of the district, division or county in which his parents reside, or
      (iii) in the case of a regular program child, the greater of
         (1) 4 years and 6 months of age, or
         (2) one year less than the minimum age for school entrance set by the board of the district, division or county in which his parents reside, or
      (iv) in the case of a developmentally immature child, the greater of
         (1) 5 years and 6 months of age, or
         (2) the minimum age for school entrance set by the board of the district, division or county in which his parents or guardian resides, and

   (b) whose parent(s) or guardian(s) are ordinarily resident in Alberta, but does not include a person
      (i) who is counted by another operator, or
      (ii) who is an Indian in respect of whom payment is received by the operator from the Government of Canada
4. OPERATOR

   An "operator" is a school board or private non-profit community-based society, incorporated under the Societies Act (RSA 1980, Ch. S-18) or other legal entity, that offers an early childhood program.

REFERENCES

Please refer to the following for additional information:

Advisory Manual on Early Childhood Services (1985)

How to Evaluate Your ECS Program (1984)

Operating an ECS Program: An Administrative Handbook (1983)

Philosophy, Goals and Program Dimensions (1984)

Self-evaluation, A Handbook for Early Childhood Services Staff

School Grants Manual (1985)

Special Programs

Educational Opportunities Fund — Compensatory Component

BACKGROUND

The compensatory component of the Educational Opportunities Fund (EOF) was established by Alberta Education in 1973. It is a program designed to assist local school boards cope with the needs of students who are disadvantaged by social and economic conditions.

POLICY

Alberta Education supports locally initiated educational programs that are designed to help students compensate for disadvantages in social and economic conditions.

GUIDELINES

1. School boards will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
2. The compensatory component of the EOF is usually funded in three-year cycles. The present funding cycle will end on June 30, 1986.
3. Compensatory EOF grants will be available for approved projects to selected school boards which meet the economic and social criteria determined by Alberta Education prior to each funding cycle. Projects for Grades 1 - 12 are eligible.
4. The compensatory EOF programs are to be designed for educationally disadvantaged students having an age-grade discrepancy of more than one year in any or all grades who require supplemental or alternative instruction.
5. In designing a compensatory program, local authorities must ensure that:
   (a) direct instructional services are provided to the student;
   (b) services are provided on a priority basis to those students in the jurisdiction who most need them;
   (c) the program is sufficiently different from the regular school programs so as to be identifiable and observable; and
   (d) the program is designed to assist in reducing an age-grade discrepancy of more than one year.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. Before March 1 in the year beginning a new three-year funding cycle, Alberta Education will determine which school boards are eligible to apply for compensatory EOF funding on the basis of adjusted equalized assessment per resident student. The school boards that meet this economic criterion will be advised that they are eligible to apply for the program.
2. Eligible school boards that wish to apply for EOF funding must submit to the Support Programs Branch a proposal that describes the nature of the social and educational disadvantages experienced by their students, provides details of the compensatory program, and contains a proposed budget for the program.
3. The Support Programs Branch will review these submissions, consult with interested boards if required, and allocate available EOF compensatory funds on the basis of need, as indicated by both criteria of eligibility (economic and social).
4. Decisions of the Support Programs Branch on eligibility and allocation of funds may be appealed to the Assistant Deputy Minister of the Program Delivery Division.
5. The Support Programs Branch will undertake a final review of the proposal and budget for the compensatory project and approve it for funding if it satisfies the program guidelines.
6. A board that is eligible for funding in one cycle, but whose adjusted equalized assessment exceeds the criteria in the next will have its allocation reduced by 50%. If it exceeds the criteria again in the following funding cycle, the allocation will be reduced to zero.
7. School boards will maintain on file the project plans for the EOF Compensatory program, evaluation data, and supporting documentation for annual reporting of expenditures in the Compensatory EOF program.

REFERENCES

Please refer to the following for additional information:

School Grants Manual (1985)

Special Programs

Educational Opportunities Fund — Elementary Component

BACKGROUND

The elementary component of the Educational Opportunities Fund (EOF) was established by Alberta Education in 1973. It is a program designed to encourage local school authorities to enhance the regular education program at the elementary level.

POLICY

Alberta Education supports locally-initiated educational programs that enhance the regular school program available to elementary students.

GUIDELINES

1. School boards will develop, keep current, and implement written EOF policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines and procedures.
2. The elementary component of the EOF is funded in three-year cycles. The current funding cycle will end on August 31, 1987.
3. Elementary EOF programs are to be designed for students in Grades 1 - 6.
4. All school boards are eligible to apply.
5. A per pupil grant may be allocated by Alberta Education on the basis of the school board's number of elementary pupils eligible for SFPF support as of September 30.
6. In determining local needs and priorities, school boards are to be aware of current priority areas suggested by Alberta Education. For the current funding cycle, suggested priority areas are:
   (a) programs that enrich the basic program studies;
   (b) computer education;
   (c) guidance and counselling;
   (d) library services; and
   (e) fine arts programs.
7. In designing an elementary EOF program, local authorities must ensure that:
   (a) direct instructional services are provided to the student;
   (b) the program is recognizably different from the regular school programs; and
   (c) the program is designed to result in recognizable improvement upon or extension to the regular program.
8. A written description of the elementary EOF program will be kept on file and will contain a rationale for the program, a description of the target students, a list of program objectives, a description of the educational activities, and an outline of evaluation procedures to be used in evaluating the program.

PROCEDURES

Please refer to the common procedures on page iv.

REFERENCES

Please refer to the following for additional information:

Administrative Guide: Elementary (1982)

School Grants Manual (1985)

Special Programs

Official and Other Languages

BACKGROUND

Alberta Education recognizes that there are three distinct groups of students who wish to receive French language instruction: those students who meet the test of Section 23 of the Charter of Rights and Freedoms; those who are fluent in French whether or not they meet the test of the Charter; and those who wish to become fluent in French.

In addition, to recognize the multicultural dimensions of Alberta, opportunities will be provided to students wishing to acquire or maintain languages other than English or French.

Finally, for students newly arrived in Alberta who need to acquire proficiency in English as a Second Language, opportunities will be provided to facilitate the process of adaptation to a different social environment and the process of learning a new language.

The three policies which follow outline each of these programs.

Special Programs

French Language Programs

POLICY

Alberta Education will ensure appropriate opportunities for the children of Alberta residents to receive instruction in the French language.

GUIDELINES

1. School boards will provide French language instruction for students who meet the test of Section 23 of the Charter of Rights and Freedoms, or direct such students to a school board which does, and make appropriate arrangements for tuition and transportation.
2. School boards are encouraged to provide French language instruction, where numbers warrant, to students who are fluent in French but do not fall under Section 23 of the Charter, and to those who wish to become fluent in French.
3. Grant applicants will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
4. Instructional programs, ECS - Grade 12, are to be in agreement with:
   (a) ECS program requirements of Alberta Education;
   (b) courses of study and instructional materials for programs as prescribed or approved by the Minister for Grades 1 - 12 (Section 11(2) of the School Act), including cultural activities congruent with the program objectives.
5. Provincial funds for French language instructional programs will be integrated with funds available from the Federal Government, with due credit given to both Governments.
6. Alberta Education may provide funding for French language programming. Such funding will be distributed by Alberta Education on the basis of the grant applicant's count of full-time equivalent served-pupils by this program as of September 30.
7. In order to qualify for provincial funding, a school board must offer a French instruction program for a minimum of 25% of the total instructional time per day for each pupil.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. When initiating French language programs, school boards will deliver to the Minister of Education a board motion authorizing the use of French as language of instruction.
2. In consultation with the school board or eligible agency, Alberta Education will determine priorities and develop specifications for local boards or organizations wishing to access cost-shared funds for initiating or expanding instructional programs.

DEFINITIONS

1. FRENCH LANGUAGE PROGRAM

   A "French Language Program" is an instructional program, approved by the Minister of Education, where French is used as the language of instruction as follows:

   (a) If the program commences in Grade 1, then with respect to Grades 1 and 2,
      (1) the amount of time French is used as the language of instruction;
      (2) the nature and extent of English language instruction, if any; and
      (3) the point at which the English language arts program, if any, is initiated;

   are at the discretion of the board.

   (b) Regardless of when the program commences, after Grade 2,
      (1) not less than 300 minutes per week of instruction in English language arts shall be provided for each student in each of Grades 3, 4, 5, and 6;
      (2) not less than 150 hours per year of instruction in English language arts shall be provided for each student in each of Grades 7, 8, and 9; and
      (3) not less than 125 hours per year or the equivalent of 5 credits per year of instruction in English language arts shall be provided for each student in each of Grades 10, 11, and 12.

2. FRENCH AS A SECOND LANGUAGE PROGRAM

   A "French as a Second Language" program is one approved by the Minister of Education in which the French language is

studied as a subject only. French as a Second Language is funded by the Government of Canada. Provincial funds are not available for this program.

3. FULL-TIME EQUIVALENT PUPIL

   At the elementary level (ECS - Grade 6) a full-time equivalent served-pupil is one who receives an equivalent of 75% of instruction in French at the elementary level.

   At the secondary level a full-time equivalent served-pupil is one who receives an equivalent of 60% of instruction in French at the secondary level (Grades 7 - 12).

REFERENCES

Please refer to the following for additional information:

Teaching in a Language Other than English: The Immersion Approach (1983)

School Grants Manual (1985)

Special Programs

Languages Other than English or French

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain languages other than English or French so that they may have access to instructional programs in those languages.

GUIDELINES

1. Grant applicants will develop, keep current, and implement written policies, guidelines, and procedures. These will be in keeping with the Province's policies, guidelines, and procedures.
2. Provision of instructional programs in Languages other than English or French, ECS - Grade 12, is to be in agreement with:
   (a) the ECS program requirements of Alberta Education;
   (b) the courses of study and instructional materials for programs, as prescribed or approved by the Minister, for Grades 1 - 12 (Section 11(2) of the School Act), including cultural activities that are congruent with the Program of Studies; and
   (c) the requirement that the language program includes instruction in the specified language for at least one discipline in addition to a language arts program in the specified language.
3. Alberta Education may provide funding for instructional programs in languages other than English or French. Such funding will be distributed by Alberta Education on the basis of the grant applicant's served-pupil count as of September 30.

PROCEDURES

In addition to the common procedures outlined on page iv, the following are noted:

1. The local school board, when initiating an instructional program in a language other than English or French, will deliver to the Minister of Education a board motion authorizing the use of a language other than English or French as the language of instruction.
2. Grant applicants will keep on file information regarding enrolments by grade or school in each program, the time per week in which the language is used as the language of instruction, and the teachers and administrators involved in the program.

DEFINITIONS

1. INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH OR FRENCH

   An instructional program in which a language other than English or French is used as the language of instruction for at least 25% of the instructional day to a maximum of 50%.

REFERENCES

Please refer to the following for additional information:

Teaching in a Language Other than English: The Immersion Approach (1983)

School Grants Manual (1985)

Special Programs

English as a Second Language

POLICY

GUIDELINES

1. School boards will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the Province's policies, guidelines, and procedures.
2. Provision of special assistance includes:
   (a) the development, implementation, and assessment of appropriate instructional programs, Grades 1 - 12, in which attention is given to the linguistic, cultural, and academic needs of students;
   (b) courses or parts of courses and instructional materials as prescribed or approved by the Minister (section 11(2) of the School Act); and
   (c) priority being placed on assistance that encourages the rapid integration of students into the school and community environment.
3. Alberta Education may provide funding for English as a Second Language programs. Such funding will be distributed by Alberta Education on the basis of the grant applicant's served-pupil count as of September 30.
4. Funding may be provided for served-pupils up to a maximum of two years.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. School boards will keep on file a listing of the schools offering and teachers instructing English as a Second Language Program, the number of minutes per week of instructional time, and documentation to support the claim.

REFERENCES

Please refer to the following for additional information:

English as a Second Language/Dialect (ESL/D) Guidelines and Suggestions for the Administration and Organization of Programs (Interim Edition, 1983)

School Grants Manual (1985)

Special Programs

Regional Film Centres

BACKGROUND

Audio-visual materials help improve learning opportunities. Because of the high cost of 16mm films, Alberta Education established a provincial film loan service for all schools in the province.

Over time, teacher demand for this service increased to the point where it became evident that a decentralization of the service was necessary. The large urban school boards in Edmonton and Calgary agreed to operate their own film centres, and each of these boards received a grant of films from Alberta Education to establish its initial film collection. To provide equity of opportunity in the rural areas of the province, Alberta Education encouraged local school boards to establish Regional Film Centres that would serve a sufficiently large student enrolment within an Alberta Education zone(s) to make possible an efficient and effective film service. Five such centres now exist, and their boundaries include all areas of the province outside Edmonton and Calgary.

POLICY

GUIDELINES

1. Participation in a Regional Film Centre is at the discretion of individual school boards.
2. School boards choosing to establish a Regional Film Centre must seek the approval of the Minister of Education to form a Joint Committee.
3. The Joint Committee will name an Agent Board that will be responsible for the administration of the Regional Film Centre.
4. The Joint Committee will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures, and in accordance with student needs at the local level.
5. Alberta Education will provide to a Regional Film Centre an annual matching per pupil grant, up to the maximum amount approved by the Minister. This grant will be based on the eligible SFPF pupil count as of September 30.
6. The agreement between the Minister of Education and the Joint Committee may be terminated by either party with one year's notice.
7. The Minister of Education may terminate the agreement forthwith if the Film Centre is not being operated satisfactorily.
8. It is the responsibility of the four urban school boards in Edmonton and Calgary to provide film and related learning services for their students.

PROCEDURES

In addition to the common procedures on page iv, please note the following:

1. The Member Boards and the Minister will sign an agreement to establish a Joint Committee responsible for the administration of the Regional Film Centre, including the following duties:
   (a) naming committees and assigning terms of reference;
   (b) recommending the per capita assessment to member boards;
   (c) approving the annual budget;
   (d) electing officers; and
   (e) defining procedures and other matters not specifically set out in the agreement with the Minister.
2. The Joint Committee will select an Agent Board.
3. The Agent Board and Alberta Education will sign an agreement to ensure the transfer and administration of designated funds from Alberta Education.
4. The Agent Board hires staff and manages the day-to-day operations in keeping with the policies established by the Joint Committee with particular attention to inventory, statistics, and financial and operational matters.
5. Agent Boards wishing to gain access to provincial grants must indicate this annually in the Grants Application Form to Alberta Education (Regional Offices of Education) for approval by April 30. As well, a copy of the Joint Committee motion indicating the per pupil support to be provided by all member boards must be submitted.
6. A Regional Film Centre will submit an annual report to Alberta Education (Regional Office of Education).

DEFINITIONS

1. AGENT BOARD

   An "agent board" is a school board selected by a Joint Committee to act on its behalf.

2. JOINT COMMITTEE

   A "joint committee" is made up of a group of trustees, each one representing a school board, established to provide film and related services to students.

3. MEMBER BOARD

   A "member board" is a school board which names a trustee to serve on the Joint Committee of a Regional Film Centre.

4. REGIONAL FILM CENTRE AREA

   The area within an Alberta Education zone formed by the boundaries of the member boards of a Regional Film Centre defines the "regional film centre area."

5. REGIONAL FILM CENTRE

   A "regional film centre" is an educational agency operated by a Joint Committee to provide film and other learning resource services through acquisition, distribution, maintenance, and evaluation.

6. RELATED LEARNING RESOURCES

   "Related learning resources" refer to non-textual print, non-print, or electronic software materials, designed to facilitate teaching or learning, which are more economically distributed on a regional basis than on an individual school system basis. Such materials will not include basic (prescribed) learning resources.

REFERENCES

Please refer to the following for additional information:

An Advisory Handbook is being prepared.

School Grants Manual (1985)

Special Programs

School Extension Programs

BACKGROUND

The demands of modern society accentuate the need for each adult to have a basic education. Basic education assists adults to become more self-supporting and productive contributors to society.

POLICY

Alberta Education supports programs that assist adults in the acquisition of basic education.

GUIDELINES

1. Grant applicants will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the Province's policies, guidelines, and procedures.
2. School extension programs may be adapted by grant applicants to meet the needs of adults while maintaining the intent of the Grades 1 - 12 curricula.
3. Provincial funding for school extension programs may be provided through a grant based on an dollar rate per served-pupil and the number of course hours.
4. Successful completion of a school extension program by a student results in the awarding of grade level completion at the Grades 1 - 9 level or the awarding of high school credits at the Grades 10 - 12 level.
5. School Extension programs must be taught by teachers certificated by Alberta Education.
6. Alberta Education will work in co-operation with other departments of government in the provision of basic education for adults, if appropriate.
7. New Adult Basic Education programs at the Grades 1 - 9 level eligible for funding must have prior approval through a project proposal submitted to the Executive Director, Interdepartmental Community School Committee, Alberta Education, no later than 90 days prior to proposed commencement of the program.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. Alberta Education will consult on a continuing basis with other government departments involved with school extension programs and encourage interagency co-operation at the school/community level.
2. The count date for determining enrolment in courses commencing on or about September 1 is the enrolment count as at September 30. For programs commencing at times other than September, the count date is at the end of the third week following the commencement of the course.
3. Grant applicants wishing to gain access to School Extension Grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education by October 22, or in the case of Grade 1 - 9 level adult basic education, through a project proposal submitted to the Support Programs Branch at least 90 days prior to the planned implementation date.

DEFINITIONS

1. ENROLMENT COURSE HOUR

   An "enrolment course hour" is defined as the time spent by one school extension student enrolled for one hour of instruction in a school extension course that is a part of an approved School Extension Program.

2. GRANT APPLICANT

   "Grant applicants" for School Extension Grants would include a public or separate school board approved by Alberta Education to offer school extension programs; a public college with an agreement with an approved public or separate school board to offer school extension programs (except Adult Basic Education Grades 1 - 9), or a private school approved to offer school extension programs (except Adult Basic Education Grades 1 - 9) by Alberta Education.

3. SCHOOL EXTENSION PROGRAMS

   Programs of basic education, as contained in the Grades 1 - 12 program of studies, designed for adults, or designed for school age children, youths or adults offered at summer school.

   There are six programs included in this category:

   (a) Full or part-time 1 - 9 level adult basic education programs.

(b) Regular day extension for those 20 years of age or over in regular high school programs.

(c) Day extension for adults in adult high school programs.

(d) Evening 1 - 12 level adult basic education programs.

(e) Summer school 1 - 12 level basic education programs.

(f) Special Education Extension programs for those 20 years of age or over requiring special education.

4. SCHOOL EXTENSION STUDENT

A student enrolled and participating in a course of a School Extension Program as counted during the third week of said course is defined as a "school extension student".

REFERENCES

Please refer to the following for additional information:

School Grants Manual (1985)

Special Programs

Special Education Programs

BACKGROUND

For over 50 years Alberta Education has made special provision for the education of exceptional students. Through the years, progress has been made in developing educational programs designed to address the special needs of such students. Through special funding from Alberta Education, school boards have also been encouraged to establish special education programs.

The term "exceptional" when applied to students has traditionally included those who are especially gifted or talented, and such students are now included in the same manner as students with educational disabilities in the programs and funding for special education. Special education funding is, therefore, applicable to programs for the gifted or talented, as well as to programs for students with educational disabilities.

The following three policies outline three programs currently available through Alberta Education.

Special Programs

Special Education

POLICY

Alberta Education supports the provision of educational programs for exceptional students who have special needs, whether the students are gifted, talented, or educationally disabled.

GUIDELINES

1. School boards are responsible for the identification, assessment, programming, placement, and evaluation of the individual progress of exceptional students.
2. School boards and Category II private schools will develop, keep current, and implement written policies, guidelines, and procedures for the provision of programs for exceptional students which are in keeping with the Province's policies, guidelines, and procedures.
3. Alberta Education will provide information and program advice related to the development, implementation, and evaluation of special education programs.
4. Each school board will establish a Special Education Placement Appeal Committee for parents or guardians disputing placement decisions affecting students with special needs to ensure that all concerns regarding the best interests of the student receive fair and unbiased deliberation.
5. Each school board will establish policies, guidelines, and procedures for the convening and conduct of the Special Education Placement Appeal Committee through which parents or guardians may appeal placement decisions.
6. Parents or guardians dissatisfied with a decision made locally may continue to appeal to the Minister of Education.
7. Alberta Education may provide program funding for exceptional students through the Special Education Program Grant. This single grant is based on a rate in dollars per resident pupil.
8. Two to five percent of the Special Education Grant will be spent on programs for the gifted and talented.
9. Special Education Grants are designated for programs for the educationally disabled, gifted, or talented. If funds remain after all special education program needs are met, grant recipients may reallocate the funds to any other programs providing that the funds are not used to pay ongoing recurrent costs, that the reallocation does not commit special education funds to other programs in subsequent years and that Alberta Education (Regional Office of Education) is advised of the reallocation.
10. Alberta Education may provide grants in support of approved educational programs for students residing and receiving their education in Provincially approved institutions.
11. Alberta Education may provide funding to maintain regional assessment and consultation services for sensory multihandicapped students.
12. Programs for exceptional students should encourage participation of students in a regular school environment whenever appropriate.

PROCEDURES

Please refer to the common procedures on page iv.

DEFINITIONS

1. APPEAL PROCEDURE

   It is the position of Alberta Education that appeal procedure should be consistent with the following principles:

   (a) every decision must be directed toward the educational interests of the student;

   (b) in the school system, decisions made about the education of any student or group of students must consider the impact of these decisions on the total population of pupils served and the availability of resources;

   (c) every person affected by an administrative and or executive decision has a right to appeal that decision;

   (d) any appeal must be heard by an individual, or committee comprising individuals who are competent to assess the case, who are impartial, who act reasonably, and who are able to provide an independent assessment and judgement;

   (e) the parent or guardian must have a right to reasonable notice and time to prepare for an appeal hearing;

   (f) the parent or guardian and the administration have a right, during the course of an appeal, to present any evidence which is felt to be appropriate, to hear all evidence and arguments presented, to provide or to be provided with explanations of any evidence submitted;

   (g) decisions, and decisions on appeals, must be rendered expeditiously;

   (h) the parent or guardian and the board have a right to a record of the hearing, and a written statement of the reasons for the decision;

(i) the parent or guardian has a right to be assisted by an advocate, a translator or an interpretor.

2. DISABLED ADULT STUDENTS

"Disabled adult students" are disabled persons 18 years of age or older, as of September 1 in the year in which they attend school, whom a board in its discretion admits to its schools and who are funded:

(a) under the Special Education Program Grant and the School Foundation Program Fund per pupil grant (for those who are 18 or 19 years of age); or

(b) under the Special Education Extension Grant (for those who are 20 years of age or older).

3. EXCEPTIONAL STUDENT

A student who is educationally disabled, gifted, or talented is defined as an "exceptional student."

4. GIFTED OR TALENTED STUDENT

A "gifted or talented" student is one who by virtue of outstanding ability is capable of exceptional performance, and who therefore requires special programs beyond the regular school program to realize his/her contribution to self and society.

5. INSTITUTIONAL STUDENT

A student who has been placed in a full-time residential setting, where the student attends school in an institution, approved by Alberta Education (see p. 34) is defined as an "institutional student."

6. NATURAL JUSTICE

The rules of "Natural Justice" or the duty to be fair means that a person, tribunal or other entity charged with adjudicating disputes between persons whose legal rights and interests may be affected must give those persons a reasonable opportunity for presenting their case, listen fairly to both sides and reach an unbiased decision.

7. RESIDENT PUPIL

A person is a "resident pupil" under the jurisdiction of a school board:

(a) who is, on September 1 in the year in which the person is counted, at least 5 years 6 months of age but less than 20 years of age;

(b) whose parents reside in the territory over which the school board has jurisdiction; or

(c) who is under the guardianship of the Children's Guardian in the territory; or

(d) who is placed in a group or foster home by Alberta Social Services and Community Health in the territory; or

(e) who is living independently in the territory.

8. SENSORY MULTI-HANDICAPPED STUDENT

A student whose visual and or hearing impairment is accompanied by other disabilities, and who requires specialized services usually unavailable in programs for students with visual and or hearing impairment is defined as a "sensory multi-handicapped student."

REFERENCES

Please refer to the following for additional information:

Career Development Services for Alberta Students (1984)

Guidance and Counselling Services in Alberta Schools (1984)

School Grants Manual (1985)

Special Education Manual (1985)

Special Programs

Education of Disabled Adults

POLICY

Alberta Education supports special educational programming for disabled adult students in order that they may realize their full potential and participate in society.

GUIDELINES

1. School boards may, at their discretion, continue to offer programs to disabled students who are over 18 years of age as of September 1 of the school year, provided this is consistent with their program policies for non-disabled adults.
2. Alberta Education Special Education Funding is available to school boards, to support programs for disabled adults until such time as the student is 20 years of age as of September 1 of the school year.
3. Disabled adults are eligible for Alberta Education Special Education Extension Grants. Provincial funding for school extension may be provided through a grant based on a dollar rate per served-pupil.
4. Formal written notice of intent to discontinue a program to an individual disabled student over 18 years of age should be provided to parents or guardians and to the Regional Interdepartmental Committee for the Education and Training of Disabled Adults one year prior to discontinuation.
5. Where school boards have decided not to provide programs for disabled adult students, education training programs may be available through one of Alberta Social Services and Community Health, Alberta Advanced Education; or Alberta Manpower. Education training programs for adults are permissive and subject to space, financial availability, and guidelines established by these departments.
6. The government department assuming responsibility for a program no longer supported by a school board will be determined in accordance with the services provided by that Department.
7. Where a dispute arises to the determination of the appropriate government department to provide support for disabled adults and or support for programs serving disabled adults, the case should be referred to the Regional Interdepartmental Committee for Disabled Adults and may be appealed to the Provincial Vocational Rehabilitation of Disabled Persons Coordinating Committee.

PROCEDURES

1. The school board, through the superintendent, should develop and document policy regarding the education and training of all students.
2. Prior to the termination of services to a disabled adult the responsible school board, through the Superintendent or designate, should give one year's written notice to the Chairperson of the Regional Interdepartmental Committee for the Education and Training of Disabled Adults and to the parents or guardians.
3. Notice to the Regional Interdepartmental Committee chairperson should include a copy of board policy regarding the education of adults with the school board.
4. At the time of notice of termination to parents or guardians, school boards, through the Superintendent or designate, should obtain written permission to share student records with the Regional Interdepartmental Committee.
5. Where disabled adults are attending approved Category II private schools or school boards programs, the appropriate government department noted in section 5 of the Guidelines should be contacted to review available alternatives, one of which may be continuing financial support to the private school or the school board program.
6. School board personnel, private school personnel, or parents and guardians requiring information, clarification, or resolution of a dispute regarding the appropriate government department to provide support for a disabled adult should contact, in writing, the Chairperson of the Regional Interdepartmental Committee.
7. School board personnel, private school personnel, parents, or Chairpersons of the Regional Interdepartmental Committees requiring clarification or resolution of an issue should contact, in writing, the Chairperson of the Provincial Vocational Rehabilitation of Disabled Persons Co-ordinating Committee for guidance.

DEPARTMENTAL SERVICES TO DISABLED ADULTS

1. ALBERTA ADVANCED EDUCATION

   Alberta Advanced Education is responsible for providing college and Alberta Vocational Centre programs to mildly disabled students who would benefit from a special one or two-year vocational program prior to employment or more advanced training.

2. ALBERTA SOCIAL SERVICES AND COMMUNITY HEALTH

Adults who require a longer period of instruction and practice before they are able to proceed to employment or more advanced training, are eligible for vocational training and activity programs offered by community agencies. These are the responsibility of Alberta Social Services and Community Health.

Social Services and Community Health will also arrange programs for adults who are residents in a Departmental facility, and who would not benefit from community-based programs.

3. ALBERTA MANPOWER

Alberta Manpower will provide student allowances and tuition support for eligible students attending post-secondary institutions. Alberta Manpower Career Centres, located in 15 centres across the province, also provide career counselling services.

4. ALBERTA EDUCATION

Alberta Education funds school boards for educational programs for disabled students up to the age of 20, except for those requiring 24-hour institutional care, 24-hour nursing or medical care, or both. For those over 20, school boards provide programs at their discretion, with funding from Alberta Education according to established guidelines under the Special Education Extension Program.

REFERENCES

Please refer to the following for additional information.

School Grants Manual (1985)

Special Education Manual (1985)

Special Programs

Institutional Services

POLICY

Alberta Education supports school boards in providing educational programming for all school age students resident in, or placed in an institution to ensure that they have access to educational programming that meets their special needs.

GUIDELINES

1. School programs in institutions are justified where it would be dangerous or excessively difficult for the students to leave the institution for school programs elsewhere.
2. Every school age student resident in, or placed in, an institution, unless exempted for medical or other reasons, should be provided with a school program.
3. The school board operating a school program in connection with an institution may become eligible for institutional service funding (Institutional Support Grant) only where admission to and discharge from the school program is under the complete control of the institution, rather than under the control of the school board. This condition pertains whether the students attend the school program on-site at the institution or off-site.
4. When students resident in a group home receive their education together, either on-site or off-site, and where admission to and discharge from the school program remains under the control of the group home rather than under the school board, the group home is considered to be an institution, and the school board is eligible for Institutional Support Grants on behalf of the school program.
5. The school board becomes eligible for the Institutional Support Grant when the institution and the school program have been recommended by the Director of the Regional Office in whose zone the school board serving or intending to serve the institution is located, and approved by the Assistant Deputy Minister, Program Delivery.
6. The Institutional Support Grant is based on a formula of one grant for each teaching position approved by Alberta Education which is held by a certificated teacher employed in the school program.
7. The school board eligible for Institutional Support Grant funding will also be eligible for School Foundation Program Fund Grants on behalf of the enrolled students.
8. Each student registered in and attending a school program in an institution on September 30 will be counted as a resident of the school board in which the student's parents or guardians reside.
9. When the responsibility for the placement of a student or a group of students is given to, or returned to, the school board by the institution, the student, or group of students, is no longer eligible for institutional support funding.
10. The school board operating a program in connection with an institution is responsible for ensuring that the contract with the agency responsible for the institution allows for the operation of a program of comparable quality to the other special education services provided by the board.
11. The school program in an institution will be considered an integral part of the operating school board's special education program and subject to the same level of monitoring and evaluation as required by their policies.

PROCEDURES

In addition to the common procedures on page iv, the following are noted:

1. The institution or sponsoring agency and a local school board will enter into an agreement for the provision of school programs to students being served by the institution.
2. To receive Institutional Support Grant funding, the school board will submit an application for approval to Alberta Education (Director, Regional Office of Education).
3. The number of teaching positions eligible for funding in an instructional program in an institution is subject to annual approval by the Assistant Deputy Minister, Program Delivery.

DEFINITIONS

1. GROUP HOME

   A "group home" is a supervised residence for a group of persons, usually sharing some special needs. The concept of a group home parallels the concept of a standard family home. The resident will leave the group home to participate in schooling or work and in at least some social and recreational activities. Usually, a group home is not a self-sufficient, all-providing environment, and, therefore, is not considered to be an institution.

2. INSTITUTION

An "institution" is a setting where a group of persons is placed, through hospital admission, formal legal action, or by a social service agency responsible to Alberta Social Services and Community Health, for therapy, detention, and/or care. An institution provides schooling, work, social, and recreational activities within its own resources. The setting provides a service to the surrounding region and/or to the province rather than serving only the resident student of the immediate school jurisdiction. In some cases the institution may operate an institutional group home, and provide educational services off-site, through the rental of space in a school or other facility.

3. INSTITUTIONAL STUDENT

An "institutional student" is one who is placed in an institutional setting as a day student, or is resident in the institution through hospital admission, formal legal action, or by a recognized social service agency responsible to Alberta Social Services and Community Health. The said student attends the school program on-site, or in a facility which is the legal responsibility of the government department controlling the institution.

REFERENCES

Please refer to the following for additional information:

School Grants Manual (1985)

Special Education Manual (1985)

Special Programs

Teacher Inservice

BACKGROUND

Teacher inservice is intended to raise the level of professional awareness and performance of teachers. The responsibility for carrying out inservice is shared by schools, school boards, the teaching profession, (including individual members), and Alberta Education.

From time to time Alberta Education may identify special needs to which it will suggest a high priority for teacher inservice: for example, the implementation of teacher evaluation policies may require additional inservice activities on the part of school boards.

Alberta Education provides additional funds to augment the current level of teacher inservice provided by school boards.

POLICY

Alberta Education provides support for teacher inservice which contributes to higher quality education for students by improving teacher performance.

GUIDELINES

1. From time to time, Alberta Education may suggest teacher inservice needs that should be addressed by the grant applicants (local school boards and private ECS operators). For 1985-86, the Provincial priorities suggested for teacher inservice are: Teacher Internship; Libraries; Tolerance and Understanding/Intercultural Education; parental involvement; new and revised curricula; and policy, planning, and evaluation development.
2. Grant applicants will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
3. Inservice activities associated with locally developed programs are not eligible for provincial support and shall remain the responsiblility of the local school board.
4. The ECS programs of school boards and private operators are eligible for Teacher Inservice Grants.
5. As a first priority, inservice funds will be used to improve the skills of groups of teachers. The use of the funds for individual teacher improvement will be considered only as a second priorty.
6. Funds will be allocated by Alberta Education on the basis of the number of eligible pupils for SFPF as at September 30. For ECS programs, funds will be allocated on the basis of the ECS eligible child count.
7. The activities and expenditures that do not qualify for Provincial support are:
   (a) sabbaticals;
   (b) attendance by individual teachers at conferences;
   (c) university credit courses; and
   (d) salaries for the administration of the inservice programs.
8. In planning an inservice program or activity, grant applicants should:
   (a) involve teachers in planning, implementing, and evaluating;
   (b) focus on competencies that go beyond pre-service;
   (c) emphasize classroom practice and solutions for teacher-identified problems;
   (d) accommodate specialized needs and interests of individual teachers as these relate to the program taught; and
   (e) consider jointly sponsored inservice activities.

PROCEDURES

Please refer to the common procedures on page iv.

REFERENCES

Please refer to the following for additional information:

School Grants Manual (1985)

Special Programs

Academic — Occupational

BACKGROUND

The Academic-Occupational Program is an alternative program of instruction for students experiencing difficulties in meeting the demands of the regular program. The programs academic courses, which are application oriented, must be directed toward improving the students' competencies in communication, computation, and social relationships, while the occupational courses should provide opportunities for students to apply these competencies. In addition, the occupational courses will be designed to prepare students for direct entry into employment and or further training.

POLICY

Alberta Education supports programs that assist students who have serious difficulty in regular secondary school programs and who require an alternative program to enhance their basic competencies and their ability to enter into employment and or further training.

GUIDELINES

1. School boards will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
2. The Academic-Occupational program is intended for students who:
   (a) do not or are not expected to qualify for entry into a regular secondary school program;
   (b) have a record of low achievement;
   (c) are 13 years of age or older on September 1;
   (d) have the written consent of their parents or guardian to register for such courses programs.
3. In developing and implementing an Academic-Occupational Education Program, school boards will keep the following considerations in mind:
   (a) the program content will be set out under two complementary components: basic learning skills, and career occupational skills;
   (b) school boards will develop a system for student referral, screening, program development, program entry and exit, and student placement involving the sending and receiving schools;
   (c) the school principal, or designate from the sending school will be involved with the student in program selection and placement;
   (d) the program will provide differential services in an applictions oriented environment to help students develop competencies in basic living skills and career occupational skills;
   (e) an Academic-Occupational program will be identifiable and observable as a three or four year program as prescribed or approved by the Minister of Education;
   (f) career counselling will be an integral part of the program;
   (g) the program may include credit courses up to and including the 20 level as set out in the Junior-Senior High School Handbook;
   (h) the class size should not exceed 20 students in basic subjects and 15 students in occupational courses;
   (i) parents, guardians, and students should be informed of the nature and expectations of the program; and
   (j) school boards should co-ordinate efforts among different agencies such as other schools, Alberta Manpower centres, Social Services, and local business and industry to facilitate program delivery in the school and the community.
4. Alberta Education may provide financial assistance on the basis of a dollar amount per served-pupil enrolled in the Academic-Occupational Programs as of September 30 up to an established maximum for the operation of approved Academic-Occupational Education programs offered by school boards.
5. Time allocations will be as outlined below:

Year	Component	Hours	Total Hours
1	Basic Occupational	625-750 250-375	1000
2, 3, 4	Basic Occupational	475-600 400-525	1000

6. Year two and subsequent years of the occupational program must be offered in an approved vocational school facility or authorized equivalent.

7. The occupational component must be composed of laboratory/shop courses only (Law, Personal Living Skills, and Occupations, for example, would not qualify).
8. Work Experience 15, 25 series of courses related to the designated 250 hour career field requirement may be incorporated in Year 2 and subsequent years of the program as part of the occupational component.
9. The program must provide entry and exit points for students to cross over from the regular to the Academic-Occupational Education Program or vice versa.

PROCEDURES

Please refer to the common procedures on page iv.

DEFINITIONS

1. THREE-YEAR PROGRAM

   "Three-year programs" consist of the following:

   Year 1: occupational exploration with content from at least three career fields for a minimum of 250 hours; programs offered in a junior high facility (non-vocational) must have content taken from Business Education, Home Economics, and Industrial Education;

   Year 2: the occupational component must be in a career field;

   Year 3: the occupational component must be in a career field established in Year 2. The establishment of a career major is desirable.

   Years 2 and 3 must be offered in an approved vocational school or authorized equivalent (see the Off-Campus Vocational Program policy p. 39).

2. FOUR-YEAR PROGRAM

   "Four-year programs" consist of the following:

   Year 1: occupational exploration with content from at least three career fields for a minimum of 250 hours; programs offered in a junior high facility (non-vocational) must have content taken from Business Education, Home Economics, and Industrial Education;

   Year 2: the occupational component must be in a career field;

   Year 3: the occupational component must be in one career field; the establishment of a 250 hour career major is expected;

   Year 4: the occupational component must be in one career major; Work Study should be a component of the Year 4 program.

   Years 2, 3 and 4 must be offered in an approved vocational school or authorized equivalent (see the Off-Campus Vocational Programs policy p. 39).

3. BASIC COMPONENT

   The "basic component" of an academic-occupation program should be comprised of courses directed toward improving student competencies in:

   (a) living skills;

   (b) communication skills;

   (c) social skills;

   (d) career related skills;

   (e) technological skills;

   (f) citizenship and social responsibility;

   (g) physical health and safety.

4. OCCUPATIONAL COMPONENT

   The "occupational component" of an Academic-Occupational program should emphasize skills developed in one of the three career routes: business, technical, or personal services.

5. CAREER FIELD

   A "career field" consists of courses designed to develop competencies in fields such as: graphic communications, mechanics, construction and fabrication, electricity-electronics, personal services, and horticulture.

6. CAREER MAJOR

   The career fields may be further subdivided into career majors. For example, the personal services career field is divided into three majors: beauty culture, food preparation, and health services.

REFERENCES

Please refer to the following for additional information:

Industrial Education Manual for Guidance to Teachers, Counsellors, and Administrators (1983)

Work Experience Education Manual (1983)

School Grants Manual (1985)

Special Programs

Vocational Education

BACKGROUND

The Vocational Education program is operated in Alberta Comprehensive High Schools to provide a means for all students who desire to learn about and develop skills in a number of trade or technology oriented career fields. Students enter the program at the career orientation stage. They are able to progress through the preparation levels so that they may leave high school with job entry skills leading directly to employment or to further training and education, thus helping them to become productive members of society. To ensure program currency and articulation arrangements with post-secondary institutions, senior courses are taught in specially designed and equipped facilities by certificated teachers who also hold journeyman or equivalent status.

POLICY

Alberta Education provides support to assist students in comprehensive high schools to integrate basic educational skills and job entry skill development in a technical learning environment and to prepare them for employment or further training and education.

GUIDELINES

1. School boards will develop, keep current, and implement written policies, guidelines and procedures. These will be in keeping with the intent of the Province's policies, guidelines, and procedures.
2. The vocational education program will consist of vocational education 12, 22, 32, 15, 25, and 35 series of courses of the High School Program of Studies.
3. For grant purposes, vocational education courses must be taught by certificated teachers who hold journeyman or equivalent status in the trade or technology area they are assigned to teach.
4. Vocational education courses will be conducted in facilities approved by Alberta Education.
5. Alberta Education may provide funding for vocational education programs on the basis of a dollar rate per Credit Enrolment Unit for the vocational courses.
6. Alberta Education may fund 12 level courses even if offered in approved Industrial Education 10 20 30 laboratories, provided that the school board has a process whereby the students can proceed to the 22 32 levels in vocational schools within their own jurisdictions or by agreements with jurisdictions where the senior level courses are offered.

PROCEDURES

Please refer to the common procedures on page iv.

DEFINITIONS

1. CAREER ORIENTATION

   "Career orientation" refers to instruction in introductory vocational courses that assists students in their selection of career patterns, selected from Industrial Education 12 or 15.

2. CAREER PREPARATION

   "Career preparation" refers to instruction in senior vocational courses that assists students in their preparation for specific occupations. They are chosen from Vocational 22, 32 or 25, 35 series of courses.

3. COMPREHENSIVE HIGH SCHOOL

   A "comprehensive high school" is a secondary school that offers both general education courses and vocational education courses in its program.

4. CREDIT ENROLMENT UNIT

   A "credit enrolment unit" refers to an individual teacher-person contact time of one credit in a course prescribed or approved by the Minister, under section 11(2) of the School Act, where the course is included in a program of instruction approved by the Director of a Regional Office.

5. JOURNEYMAN STATUS

   Vocational education teachers possess Alberta trade proficiency certification in trade areas recognized by the Apprenticeship and Trade Certification Branch, Alberta Manpower. In trade areas where journeyman certification has not been established by this branch, vocational education teachers must have training and experience that is equivalent to that required for journeyman certification. Evaluation of this training and experience is conducted by Alberta Education consultants.

REFERENCES

Please refer to the following for additional information:

Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators (1983)

School Grants Manual (1985)

Special Programs

Off-Campus Vocational Education

BACKGROUND

Vocational education programs are offered in Alberta comprehensive high schools to provide a means for students to learn about and develop skills in a number of trade-oriented career fields. Many high schools are too small or lack the needed staff, facilities and equipment to offer such programs. While limited off-campus programs have been offered, there is a growing need for expanded off-campus programs to complement and enhance current programming in schools. Additionally, the provision of off-campus programs permits the opportunity to develop such programs in partnership with the business community.

POLICY

School boards may offer off-campus vocational education programs at the high school level in order to increase the equality of educational opportunity available to students.

GUIDELINES

1. School boards offering off-campus vocational programs will develop, keep current, and implement off-campus policies, guidelines and procedures in keeping with the intent of Alberta Education's policies, guidelines and procedures.
2. The programs offered:
   (a) may include any or all of the industrial educational programs numbered 12, 22, and 32, or 15, 25 and 35 listed in the Junior-Senior High School Handbook;
   (b) will meet the requirements set out in the Junior-Senior High School Handbook and Senior High School Program of Studies;
   (3) will provide course content based on appropriate program of studies and the daily programming developed co-operatively by the supervising teacher and the on-site instructor;
   (d) will provide that the students' right of access to credits is protected in the event that an off-campus course or program must be terminated for any reason;
   (e) will have an alternative delivery system available to the students for at least partial credit as a backup in case the contract with the worksite is not carried out or renewed; and
   (f) will ensure access to a full 12-22-32 or 15-25-35 series of courses over a three-year period via tuition agreement or contracted services.
3. The on-site instructor will hold a valid Alberta journeyman or equivalent status in the trade or technology and may hold a valid Alberta Teacher Certificate. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is supervised by a Certificated teacher:
   (a) present at each off-campus site for 5 hours per week. Depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the school board; and
   (b) in line with Alberta Education guidelines.
4. The on-site instructor will be designated as the person who is to have the primary responsibility for students while they are at the worksite.
5. The final authority for instructional practice and evalution matters rests with the school board.
6. In developing and maintaining the off-campus project, the school board will ensure that the worksite selection meets the following criteria;
   (a) the worksite will have adequate space provision for the number of students enrolled;
   (b) the facilities and equipment at the worksite will be adequate to achieve the objectives of the program;
   (c) the facilities meet the required standards such as Occupational Health and Safety, and fire regulations;
   (d) the equipment used by the students meets CSA (Canadian Standards Association) standards; and
   (e) all applicable federal, provincial and municipal legislation is followed.
7. School boards offering off-campus programs:
   (a) will carry insurance to cover all board owned equipment located at the worksite;
   (b) will carry extended liability insurance for the protection of the board, its employees, students, and third parties; and
8. Funding by Alberta Education will be provided as follows:
   (a) Alberta Education may provide funding for vocational educational programs on the basis of a dollar rate per Credit Enrolment Unit for vocational courses.
   (b) Alberta Education may provide capital equipment funds for the purchase of required equipment for items costing $200.00 or more, provided that: funding will be based on the existing funding formula; equipment purchased will meet Alberta Education equipment list standards on the

basis of the course or courses offered, and such equipment remains the property of the school board.

(c) Transportation grants as outlined in the School Grants Manual may be accessed.

9. School boards may operate individually or as a consortium with other school boards to offer vocational programs. One school board must act as the agent board for contract purposes.

PROCEDURES

In addition to the common procedures on page iv, please note the following:

1. The school board will submit a request to operate new programs to Alberta Education (Regional Office of Education) by March 1 for the following school year.
2. Facilities at the worksite will be approved by Alberta Education before a new program may commence.
3. During the first year of the program, the program will be evaluated by the school board. The program evaluation will be completed and a report of the evaluation submitted by the school board to Alberta Education (Director, Regional Office of Education) by November 30.

DEFINITIONS

1. SUPERVISION GUIDELINES

   The certificated teacher supervising an off-campus site has the following responsibilities:

   (a) to ensure that the curriculum is followed and a plan of instruction is in place;

   (b) to ensure there are a variety of activities or experiences;

   (c) to ensure that student teaching and evaluation are in accordance with board policy;

   (d) to ensure safety provisions are met;

   (e) to ensure that board owned equipment is properly accounted for and maintained;

   (f) to assess student performance;

   (g) to monitor student attendance;

   (h) to monitor student-instruction relations and student behavior;

   (i) to monitor worksite-community relations;

   (j) to ensure a positive learning environment;

   (k) to ensure appropriate records are kept for all of the above.

REFERENCES

Please refer to the following for additional information:

Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators (1983)

Junior-Senior High School Handbook (1985-86)

Special Programs

Initiation to Teaching

BACKGROUND

The Initiation to Teaching Project has been designed to help graduates of approved teacher education programs make the transition from student to professional teacher. It provides continued professional training in an internship environment for those recently graduating from approved teacher preparation programs. The process provides for

1. refinement of teaching skills.
2. development of professional relationships.
3. assessment of the intern's suitability for placement.
4. assessment of the effectiveness of internship as a means to improve teaching competency, and
5. further development of the professional skills of supervising teachers.

As well, the project will provide employment for prospective teachers who would otherwise be unemployed.

POLICY

In order to assist recent teacher graduates to become more effective teachers, Alberta Education, in co-operation with Alberta Manpower and participating school boards, Category I and II private schools, and private ECS operators, provides support for the continued professional training of recent teacher graduates.

GUIDELINES

1. The project will operate for two years until June 30, 1987 and will accommodate up to 900 intern positions annually.
2. Qualified participants will be:
   (a) Alberta residents for the last three years,
   (b) legally eligible to work in Canada;
   (c) graduates from an approved teacher education program during the last 24 months;
   (d) unemployed graduates from an approved teacher education program during the last 24 months. Those graduating more than 24 months ago are eligible at the discretion of the Director of the project;
   (e) have had no previous employment as full-time teacher, and
   (f) in possession of or eligible and have applied for an Alberta Interim Professional Certificate, or
   (g) Alberta residents who have graduated from a post-secondary institution outside of Alberta but who have returned and meet the above conditions.
3. Participants in the Initiation to Teaching Project (ITP) are employed on a temporary basis, up to a maximum of 10 months, as interns in transition from student to professional teacher, and will not be included in existing collective agreements or bargained for collectively for the duration of the project.
4. The intern will be an active member of the Alberta Teachers Association with the exception of interns employed in private schools.
5. The placement of the intern shall not result in the displacement of full, part-time, or substitute staff.
6. The placement of interns and the program designed for each is a local responsibility. The program should contribute to the professional growth and development of the interns and should include the following characteristics:
   (a) guidance and supervision by certified teachers, selected by the principal, subject to approval by the superintendent;
   (b) a full range of teaching experiences relative to the interests and abilities of individual interns;
   (c) a planned program for the assumption of progressively greater responsibilities in the classroom;
   (d) opportunities for participation in professional activities outside the classroom;
   (e) clear indentification of the expectations regarding the performance of the intern;
   (f) provision of opportunities for the evaluation of the performance of the intern, and consultation and remediation as required during the period of participation.
7. The interns must be regarded as employees of the boards of school jurisdictions, Category I or II private schools, or private ECS operators for a definite term and must be provided with the option to participate in employee benefits programs where they are provided.
8. Alberta Education and Alberta Manpower may provide to participating school boards, Category I and II private schools and private ECS operators a basic grant for each full-time intern. Part-time interns in ECS programs may be provided a basic grant at a reduced rate.

9. Experience as an intern does not contribute to the teaching experience required for permanent certification or salary purposes.
10. The assignment of the intern must be to a school (or schools) under the supervision of a principal or head teacher and a team of associates rather than an individual teacher.
11. The program plan for the intern is expected to:
    (a) provide varied experience in all aspects of teaching, including
        (i) planning of instruction;
        (ii) diagnosing student needs and learning requirements;
        (iii) evaluating student progress and achievement;
        (iv) developing and/or identifying instructional materials;
        (v) integrating learning resources with instruction;
        (vi) managing the classroom;
        (vii) communicating with parents;
        (viii) designing and implementing extra-curricular activities; and
        (ix) participating in professional activites and inservice;
    (b) provide progressively greater responsibility for teaching over the period of the project;
    (c) provide the opportunity to work with teachers of outstanding professional qualifications in terms of training and performance;
    (d) encourage work with a number of teaching staff; and
    (e) build on the individual strengths of the intern.
12. The responsibility for monitoring and evaluating both the intern and the local project rests with the school board, private school, or private ECS operator within the guidelines established by Alberta Education.
13. Plans developed by the school board, private school, or private ECS operator for the evaluation of interns should be modelled on policies in place for the evaluation of teachers and must include an appeals procedure.
14. Alberta Education will be responsible for the overall co-ordination, monitoring, and evaluation of the Initiation to Teaching Project.
15. The project will be co-ordinated by a steering committee representing various stakeholder groups.

PROCEDURES

1. In order to participate in the project, the board of a school jurisdiction, private school, or private ECS operator must have in place a plan at the commencement of the project with respect to the employment of interns.
2. The school board, private school, or private ECS operator will notify Alberta Education of its intention to participate in the project by making application.
3. Project approval and subsequent funding will be based on all eligibility criteria being met.
4. The grant application must be approved by Alberta Education and Alberta Manpower. Alberta Education will notify the board of the school jurisdiction, private school, or private ECS operator of the approval.
5. Upon contracting with the intern, the board will notify Alberta Education through the ITP grant application form to initiate the grants by both Alberta Education and Alberta Manpower.
6. The school board, private school, or private ECS operator will be responsible for the project design and evaluation; recruitment, selection and contracting of interns for the project; organization of the project; placement, supervision, and evaluation of the interns within the guidelines established by Alberta Education.
7. Documentation of the progress of the intern shall be maintained by the school board, private school, or private ECS operator.
8. Alberta Education periodically will request information on the progress of the program from interns and from the school board, private school, or private ECS operator as a part of the monitoring and evaluation process.
9. At the conclusion of the program, the superintendent, private school head or designate will provide to the interns a written assessment, including a summary statement dealing with their individual professional qualities.
10. The local Regional Office of Education will monitor the implementation of the program. Alberta Education will monitor and evaluate the Initiation to Teaching Project and make such adjustments as are required at the end of the first year of implementation.
11. Participants will provide Alberta Education with two copies of a written evaluation of the local project.

REFERENCES

Please refer to the following for additional information:

Initiation to Teaching Project Guidelines (1985)

School Grants Manual (1985)

Special Programs

School Learning Resources

POLICY

Alberta Education supports as a special need in 1985-86 the enhancement of school library learning resource collections.

GUIDELINES

1. Alberta Education may provide a one-time grant for the purchase of approved school library learning resources. It is available to all public and separate school boards in Alberta.
2. School boards should have on file the following documents:
   (a) school board policy, guidelines, and procedures for school libraries which are compatible with those set forth in the document: Policy, Guidelines, Procedures and Standards for School Libraries in Alberta (October, 1984);
   (b) a plan for priority needs relative to the development of school library learning resource collections in the jurisdiction;
   (c) school board approved evaluation procedures and the selection criteria that will be applied in the approval of school library learning resources for purchase;
   (d) the educational computing plan as delineated in the guidelines accompanying the Building Quality Restoration Program memorandum of June,1984.
3. Grant funds will be allocated to school boards on the basis of $10.00 per eligible SFPF pupil, or $1,000.00 per school, whichever is greater. Rates for Department of National Defense (DND) pupils will be 50% of regular rates.
4. The grant funds provided are for the purpose of enhancing present school library learning resources collections, and should be applied in addition to, not as a substitute for, the funds normally allocated for the development of the school library collection.
5. The grant funds are provided on a one-time basis and must be expended by June 30, 1987.

PROCEDURES

1. The grant in support of the School Learning Resources Project is provided on the basis of the information required for the School Foundation Program Fund Grant.
2. Alberta Education will require an evaluation of the School Learning Resources project, 2 copies of which will be submitted to Alberta Education (Media and Technology) by November 30, 1987.

DEFINITIONS

1. APPROVED SCHOOL LIBRARY LEARNING RESOURCES:

   The term "approved school library learning resource" refers to learning resources which have been evaluated against specified criteria and approved by Alberta Education or by a local board for purchase by the school. Locally developed criteria should be compatible with those outlined in section C, #6, Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, (October, 1984):

   "Selection criteria for the library collection should be consistent with:

   (a) Guidelines for Tolerance and Understanding;
   (b) Controversial Issues Policy Statement;
   (c) Canadian content priorities;
   (d) Identified library program goals and objectives;
   (e) Needs identified by students and teachers;
   (f) Information from recognized selection tools."
2. SCHOOL LIBRARY LEARNING RESOURCES:

   "School library learning resource" refers to all non-textual print, non-print, or electronic software material designed to facilitate teaching or learning. Basic (previously called "prescribed") learning resources are not eligible for purchase with grant funds. Basic learning resources should be purchased with funds normally allocated for this purpose.

REFERENCES

Please refer to the following for additional information

Focus on Learning: an Integrated Program Model for School Libraries (1985)

Policies, Guidelines, Procedures and Standards for School Libraries in Alberta (October, 1984)

School Grants Manual (1985)

Special Programs

Educational Research Program

BACKGROUND

In addition to providing support for the delivery of educational programs and services, Alberta Education provides support directed at educational research to improve the quality of education provided to students. The focussed use of these funds to improve priority areas in education is considered a key means to improve education on an on-going basis.

Alberta Education will work closely with the educational community in carrying out projects in order to ensure that the results will be of use to the schools and school systems.

POLICY

Alberta Education will provide grants to school boards, universities, other educational institutions, or individuals, to conduct projects aimed at improving the quality of education.

GUIDELINES

1. Alberta Education will provide information in regard to the priorities for funding. This information will assist interested applicants who wish to apply for funds.
2. Project proposals will be assessed using predetermined criteria, including:
   (a) congruence with Alberta Education priorities;
   (b) quality of submission (for example, clarity of objectives, research design, project managment);
   (c) potential for using the results beyond a single school board;
   (d) potential for producing results which can readily be used by educators and managers of education; and
   (e) potential for improving education received by students in the subsequent 2 - 3 years after project completion; this will not exclude significant projects which will require a longer time frame to implement.
3. The application for funding will generally follow a two-stage process:
   (a) Stage One: **Application to Determine Eligibility** of the proposed project. A detailed proposal is not necessary at this stage. However, if one has been prepared it may be appended. The purpose of the first stage is to ensure that the proponent receives feedback on the proposal early in the process before a detailed project proposal is prepared.
   (b) Stage Two: **Application for Project Approval**. The applicant provides a detailed proposal. (Procedure number two outlines these requirements).

PROCEDURES

1. A completed application to determine eligibility will be sent to the Director, Planning Services. If appropriate, it should be endorsed by an officer of the school system or institution in which the project will take place.

   The Planning Services Branch will review the application to determine whether it is eligible, according to the criteria for funding as set forth by the Alberta Education.

   If an application is determined by Planning Services to be eligible, the applicant may proceed with stage two, **Application for Project Approval**.
2. An **Application for Project Approval** will be submitted to the Director, Planning Services Branch. The application will require detailed information about the proposal, including:
   (a) the title of the project;
   (b) the purpose of the project, which includes background information relative to the topic;
   (c) the specific objectives of the project and the expected outcomes;
   (d) the methodology to be used, including a description of the project design, procedures, and materials to be used in obtaining information relevant to the topic;
   (e) a detailed timeline for the project;
   (f) an itemized budget for the project, including manpower, salaries, travel, subsistence costs, supplies, equipment resource requirements, and an identification of the resources committed by the grant applicant;
   (g) the follow-up action that may be taken based on the expected outcomes of the project;
   (h) a plan for evaluating the effectiveness of the project; and
   (i) other such information as may be relevant to the conduct of the project such as the acquisition of contracted services, proposed release of project results, and distribution list, etc.

3. Upon review of the **Application for Project Approval**, the Director of the Planning Services Branch will advise the applicant of acceptance (pending required modifications being made to the proposal), or rejection of the proposal. Approval of the project will be finalized when the contract between the Alberta Education and all parties subject to the contract has been signed.

4. Funds will be forwarded after the contract is executed by all parties and in accordance with the pre-determined payment schedule appended to the contract.

REFERENCES

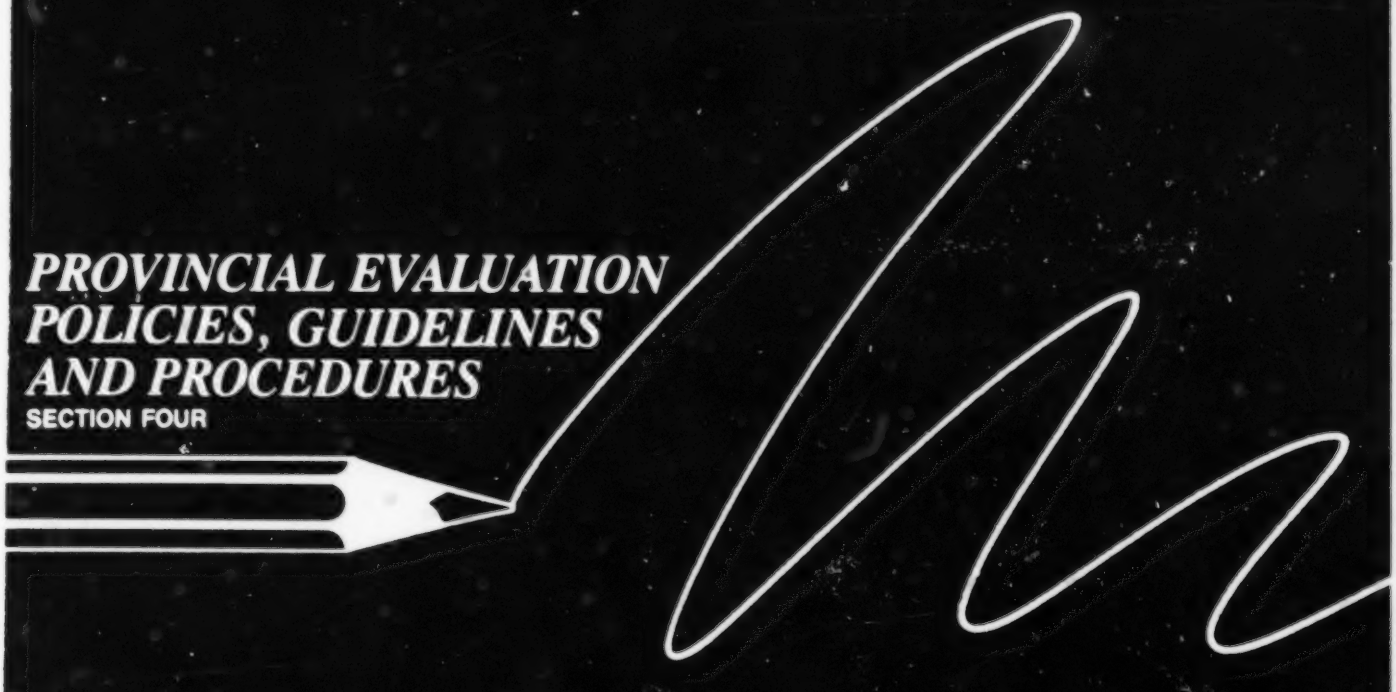
Please refer to the following for additional information.

Educational Project Grants, 1985-86 Priorities and Application Guidelines and Procedures (March, 1985)

School Grants Manual (1985)

PROVINCIAL EVALUATION POLICIES, GUIDELINES AND PROCEDURES

SECTION FOUR



"Pursuant to section 2.1(1) of the School Grants Regulation (Alberta Regulation A. R. 171/76 as amended) all grants under this Regulation are subject to compliance with the Policy, Guidelines, and Procedures contained in this section."

Provincial Evaluation Policies

BACKGROUND

Alberta Education and school boards are responsible for ensuring that the highest possible quality of education is provided for students in the province. This mandate encompasses the teaching, programs and facilities provided to students in Alberta's educational system, from Early Childhood Services through Grade 12.

To maintain and improve the quality of education throughout the province, the Government of Alberta has adopted the following goal:

> Alberta Education and school jurisdictions will use the results of the evaluations to improve further the quality of education provided to students in Alberta.

To achieve the Government's goal, statements of evaluation policies, guidelines, and procedures have been developed and adopted affecting the following five areas:

1. Student Evaluation,
2. Teacher Evaluation,
3. Program Evaluation,
4. School Evaluation,
5. School System Evaluation.

These policies apply to school boards, private schools, and privately operated Early Childhood Services centres. They will be complemented by the development and implementation of policies, guidelines, and procedures at the local level.

Evaluation that is done on a regular basis is an important part of the management of education. The major components of the process at the local and Provincial levels are summarized below:

1. Policy Making
2. Planning and Budgetting
3. Program Development
4. Implementation of Policies And Programs
5. Monitoring
6. Evaluating
7. Policy and Program Adjustments
8. Communicating.

Provincial Evaluation Policies

Student Evaluation

POLICY

Student achievement in educational programs will be evaluated to assist in the establishment, maintenance, and advancement of standards.

GUIDELINES

1. The primary responsibility for the continuing evaluation of student achievement lies with each school board and its teachers.
2. Each school board will develop, keep current, and implement written student evaluation policies, guidelines, and procedures in keeping with the intent of Provincial policies, guidelines, and procedures. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will provide assistance in the development of such policies, guidelines, and procedures.
3. Student evaluation policies, guidelines, and procedures should give consideration to:
   (a) the role of the student and the teacher in evaluations;
   (b) the fairness of the student evaluations;
   (c) the student's right of appeal; and
   (d) the use of the results.
4. Alberta Education has responsibility for assisting in the establishment and maintenance of high standards of educational achievement at the Provincial and local levels. Therefore, Alberta Education will:
   (a) develop and provide to school authorities diagnostic instruments to assist in identifying the strengths and weaknesses of students in order that appropriate individual instruction may be provided;
   (b) develop tests and administer the Achievement Testing Program to establish, maintain, and raise standards and to monitor student achievement over time;
   (c) develop examinations that are based on an established Provincial program of studies at the Grade 12 level and administer the Provincial Diploma Examinations program; and
   (d) certify the academic achievement of graduating students by awarding a General Diploma or an Advanced Diploma.
5. A student's final mark on courses in which there is a Diploma Examination will consist of a 50:50 weighting of a school-awarded mark and the diploma examination mark. The pass mark for all Grade 12 courses will be 50%.
6. A person who is 18 years or older and who is deficient in the credits needed for a High School Diploma and who has been out of school for one school year may receive a High School Equivalency Diploma from Alberta Education in one of two ways:
   (a) through a combination of formal studies and experience; or
   (b) by passing the General Educational Development tests.

DIPLOMA AND TESTING PROGRAMS

1.	GENERAL DIPLOMA:	To receive a General Diploma, a student must satisfy course and credit requirements, write the diploma examination in either English 30 or English 33, and receive at least a final mark of 50% in the course.
2.	ADVANCED DIPLOMA:	To qualify for the Advanced Diploma, a student must satisfy the current course and credit requirements; write diploma examinations in English 30, Social Studies 30, Mathematics 30, and one of Biology 30, Chemistry 30, or Physics 30; and receive a final mark of at least 50% in each course.
3.	LIST OF PROVINCIAL DIPLOMA EXAMINATIONS:	Examinations will be administered in English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30. With the exception of English 30 and English 33, examinations will be available in French translation.
4.	DIAGNOSTIC EVALUATION:	The purpose of this program is to collect instructionally relevant information about a student or a group of students with the intent of using the data to aid in the improvement of student learning.

5. ACHIEVEMENT TESTING:

The purpose of this program is to provide educators, trustees, and others with information about student knowledge, understanding, and skill acquired in language, arts, social studies, science and mathematics at Grades 3, 6, and 9.

6. HIGH SCHOOL EQUIVALENCY DIPLOMA:

A person 18 years of age or older and out of school for a school year has two alternative ways to achieve a High School Equivalency Diploma: (a) a combination of high school credits, approved adult educational courses, extensive travel, reading or private study, or (b) receiving a minimum standard score on each of five General Education Development (GED) examinations: writing skills, social studies, natural sciences, reading skills, and mathematics.

NOTE: The High School Equivalency Diploma is described in more detail in the **Junior-Senior High School Handbook**.

REFERENCES

Please refer to the following for additional information:

General Information Bulletin, Grade 12 Diploma Examination Program (September, 1985)

High School Diploma Examination Processing (1984)

Junior-Senior High School Handbook (1985)

Provincial Evaluation Policies

Teacher Evaluation

POLICY

The performance of individual teachers and the quality of teaching practices across the province will be evaluated to assist in the provision of effective instruction to students and in the professional growth and development of teachers.

GUIDELINES

1. The primary responsibility for the evaluation of individual teacher performance and for the quality of teaching practice lies with each school board.
2. Each school board will develop, keep current, and implement written policies, guidelines, and procedures in keeping with the intent of Provincial policies, guidelines, and procedures. These policies, guidelines, and procedures will be a matter of public record, available upon request. Alberta Education will assist school boards in the development of policies, guidelines, and procedures.
3. Alberta Education will not hear any appeals from individual teachers who are dissatisfied with evaluation reports from school boards whose policies are consistent with the principles of natural justice and provide an appeal mechanism. Alberta Education may consider such appeals from teachers employed by school boards whose policies do not contain such provisions.
4. Alberta Education and school boards are responsible for ensuring that:
   (a) teacher evaluation policies and guidelines are implemented appropriately; and that
   (b) high standards of teaching practice are achieved and maintained across the province.
5. Teacher evaluation policies:
   (a) will be applicable to all teachers;
   (b) will be fair and consistent in application;
   (c) should permit consultation with teachers in the development of policy, guidelines, and procedures;
   (d) will ensure that the evaluation report is made available to the teacher in question after its completion; and
   (e) will be consistent with the principles of natural justice and provide an appeal mechanism.
6. The results of evaluations will be utilized to:
   (a) assist the professional development of teachers;
   (b) develop improved measures of teacher performance; and
   (c) take appropriate action with respect to teachers whose performance is unacceptable.
7. Alberta Education will conduct teacher evaluations in private schools and privately operated Early Childhood Services centres for the purpose of recommending permanent certification.
8. Alberta Education will investigate specific incidents involving professional staff in the employ of school boards when it is deemed by the Minister to be necessary and in the best public interest to do so.
9. A teacher who desires to appeal any matter relating to the suspension or cancellation of a certificate may appeal to the Council on Alberta Teaching Standards.

Program, school and school system evaluations are separate, but closely linked processes. The results of program and school evaluations can form part of the school system evaluation, or visa versa. Consequently, the three interrelated policies are outlined below and one set of guidelines are provided for all these policies.

Provincial Evaluation Policies

Program, School, and System Evaluation

POLICIES

Programs from Early Childhood Services to Grade 12 in Alberta will be evaluated to determine if the policies and objectives are appropriate, and if they are contributing to student learning in an efficient and effective manner.

Schools will be evaluated to assist in the establishment and maintenance of appropriate management, instructional, and program standards that contribute to a high level of student development and achievement in the schools.

School systems will be evaluated to assist school authorities in the management and operation of their physical, human, and economic resources for the optimum benefit of students within their jurisdictions.

GUIDELINES

1. School boards have the primary responsibility for the evaluation of all programs, delivered by the school board, all schools under their jurisdiction, and the operation of their school system.
2. School boards will develop, maintain and implement policies, guidelines, and procedures in keeping with the intent of Provincial policies, guidelines and procedures. These policies, guidelines, and procedures will be a matter of public record, available upon request.
3. In developing evaluation policies, school boards should consider involving teacher, administrators, university personnel, and other members of the community.
4. Alberta Education will assist in the development of school board policies, guidelines and procedures as appropriate.
5. A school board may request that Alberta Education conduct evaluations, either in co-operation with the school board, or as an independent evaluator.
6. Evaluations undertaken by Alberta Education or jointly with the school boards, may be conducted by evaluation teams composed of Alberta Education personnel school system personnel, invited personnel from other school systems, university personnel, and representatives from other education groups.
7. Alberta Education will consult with the school board on the completed evaluation prior to its release. A final report of the evaluation will be made public within 60 days after being tabled with the school boards.
8. Evaluations should focus on the following:
   (a) the suitability of goals, policies and objectives;
   (b) the efficiency of the delivery system to achieve the goals, policies and objectives; and
   (c) the results achieved.
9. Program Evaluations at both the Provincial and local levels will be used to make decisions about programs such as:
   (a) the maintenance, modification, or discontinuation of existing programs;
   (b) the need for the development and implementation of other programs; and
   (c) the ways in which existing or proposed policies and objectives could be attained in a more efficient manner.
10. School evaluations will be used to assist in making decisions with respect to:
    (a) philosophy, goals and policies of the school;
    (b) intended programs of studies to be offered in the school;
    (c) school organization and management;
    (d) overall quality of instruction; and
    (e) level of student achievement.

    Decisions on the above should focus on how changes will improve the level of student achievement and development in a particular school.
11. School system evaluations will be used to make decisions with respect to:
    (a) the maintenance, modification, or discontinuation of present fiscal, management, and program objectives of the system; and
    (b) ways in which the objectives of the fiscal, management, and program components can be attained in a more efficient manner.
12. Alberta Education will conduct school evaluations when it is deemed by the Minister to be desirable and in the best public interest to do so. These reports will be released at the discretion of the Minister.

EVALUATION PROCEDURES

These procedures apply to the five Provincial Evaluation Policies.

1. Alberta Education Regional Offices will assist in the local development and modification of evaluation policies, guidelines, procedures, and priorities.
2. The evaluation policies, guidelines, procedures, and priorities will be kept on file at the local central office for review, as required.
3. Alberta Education Regional Offices will monitor the implementation of local evaluation policies, guidelines, procedures, and priorities.
4. Major joint evaluations between Alberta Education and the local school boards should be determined before the commencement of each program year.
5. The board will conduct:
   (a) selected program, school, and or system evaluation studies in accordance with the priorities established before the commencement of the program year;
   (b) performance appraisals of each teacher in the jurisdiction on a regular basis as per local policies, guidelines, and procedures; and
   (c) local student evaluations throughout the school year, as well as the administration of Alberta Education student evaluations, as required.
6. School boards will submit their teacher evaluation policies to the local Regional Office of Education which will ensure that these policies are consistent with the principles of natural justice and provide an appeal mechanism.

DEFINITION

1. NATURAL JUSTICE

   The rules of "Natural Justice" or the duty to be fair means that a person, tribunal or other entity charged with adjudicating disputes between persons whose legal rights and interests may be affected must give those persons a reasonable opportunity of presenting their case, listen fairly to both sides and reach an unbiased decision.

COMMUNICATING EDUCATION RESULTS

SECTION FIVE

Communicating Education Results

Annual Education Report

BACKGROUND

An important part of the Management and Finance Plan is the preparation of an Annual Education Report by school boards, private schools, and private ECS operators. The Annual Education Report is a means of communicating to the public and to Alberta Education the results of educational programming, with the focus on benefits derived by the students. It is an important part of the overall education management cycle and should be of assistance in planning the subsequent year's educational program based, in part, on the results of the previous year.

POLICY

The Annual Education Report is a means to be used by school boards, private schools, and private ECS operators for reporting the results of educational programming to the public and Alberta Education.

GUIDELINES

1. The Annual Education Report is intended to be a useful source of information to the public and to the school boards, private schools, and private ECS operators reporting on selected priority programs and related activities.
2. The Annual Education Report should reflect information gathered throughout the year from activities which include ongoing monitoring, reviews, evaluations, planning sessions, and workshops to assess results achieved.
3. The level of detail in reporting is left to the discretion of the reporting school board, private school, and private ECS operator.
4. In addition to making the report public, school boards, private schools, and private ECS operators will also provide two copies of their Annual Education Report to Alberta Education.
5. From time to time Alberta Education will outline Annual Education Report information requirements that will be addressed by school boards, private schools, and private ECS operators.
6. Alberta Education will continue to formulate decisions based on many information sources, such as Annual Education Reports, Audited Financial Statements, ongoing local monitoring and evaluations, and Alberta Education monitoring and evaluations.
7. The Annual Education Report is to be generally based upon the period July 1, 1984 to June 30, 1985. This reporting period, which is in effect only for the 1984-85 Annual Education Report, will be reviewed. School boards, private schools, and private ECS operators wishing to alter their reporting period should inform the appropriate Regional Office.
8. The Minister of Education has given the option to all school boards (as covered under Section 41 of the School Act) to extend the deadline for holding its 1985 Annual Meeting from March 31, 1985 to November 30, 1985.

PROCEDURES

1. Two copies of the Annual Education Report will be forwarded to the Minister through the local Regional Office of Education, on or before November 30, 1985.
2. For school boards, the Annual Education Report will be signed by the Chairperson of the Board and the Superintendent of Schools. For private schools, the Report will be signed by the President or Chairperson and the Principal. For private ECS operators, the Report will be signed by the President or Chairperson.
3. The Annual Education Reports will form the basis for regional reports to the Minister, which will in turn be included, along with other information, in an Annual Provincial Education Review.

DEFINITIONS

1. PROGRAM

   A "program" consists of independent activities and services designed to achieve specific organizational goals, policies, and objectives. Examples of programs are: Mathematics 30, Vocational Education, counselling, transportation, and School Modernization Plan.

REFERENCES

Please refer to the following for additional information:

Memo of April 22, 1985 from Dr. Reno Bosetti in regard to the 1984-85 Annual Education Report reporting requirements.